



SMITH COLLEGE

2011•12
Catalogue

Bulletin

Notice of Nondiscrimination

Smith College is committed to maintaining a diverse community in an atmosphere of mutual respect and appreciation of differences.

Smith College does not discriminate in its educational and employment policies on the bases of race, color, creed, religion, national/ethnic origin, sex, sexual orientation, age, or with regard to the bases outlined in the Veterans Readjustment Act and the Americans with Disabilities Act.

Smith's admission policies and practices are guided by the same principle, concerning women applying to the undergraduate program and all applicants to the graduate programs.

For more information, please contact the adviser for equity complaints, College Hall 103, (413) 585-2141, or visit www.smith.edu/diversity.

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

The college is required by law to publish an annual report with information regarding campus security and personal safety on the Smith College campus, educational programs available and certain crime statistics from the previous three years. Copies of the annual report are available from the Department of Public Safety, 126 West Street, Smith College, Northampton, Massachusetts 01063. Please direct all questions regarding these matters to the director of Public Safety at (413) 585-2491.

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The course listings on pp. 67-453 are maintained by the Office of the Provost/Dean of the Faculty. For current information on courses offered at Smith, visit www.smith.edu/catalogue.

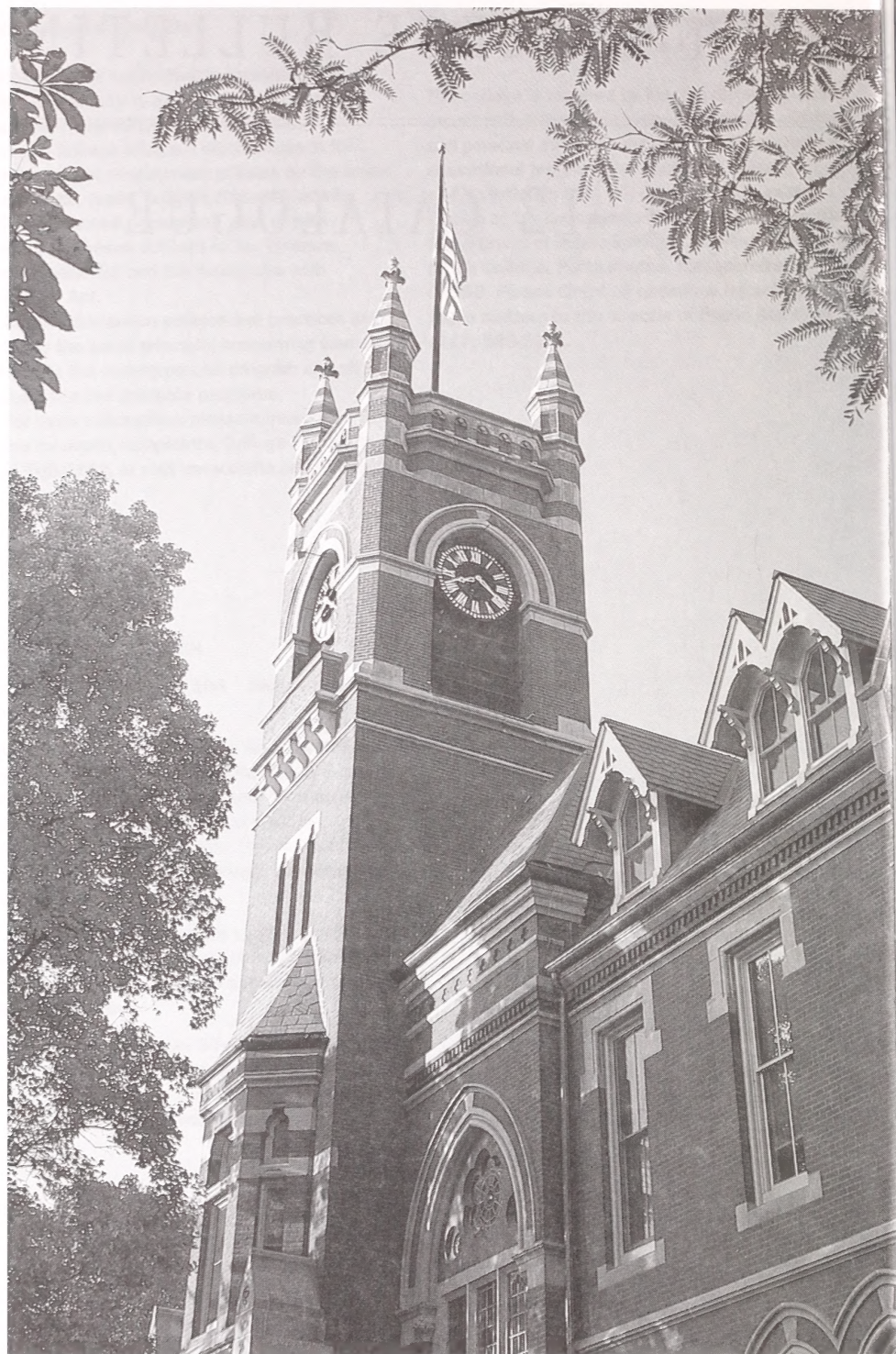
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Smith College
Northampton, Massachusetts 01063
(413) 584-2700

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2011-12 CATALOGUE

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How to Get to Smith

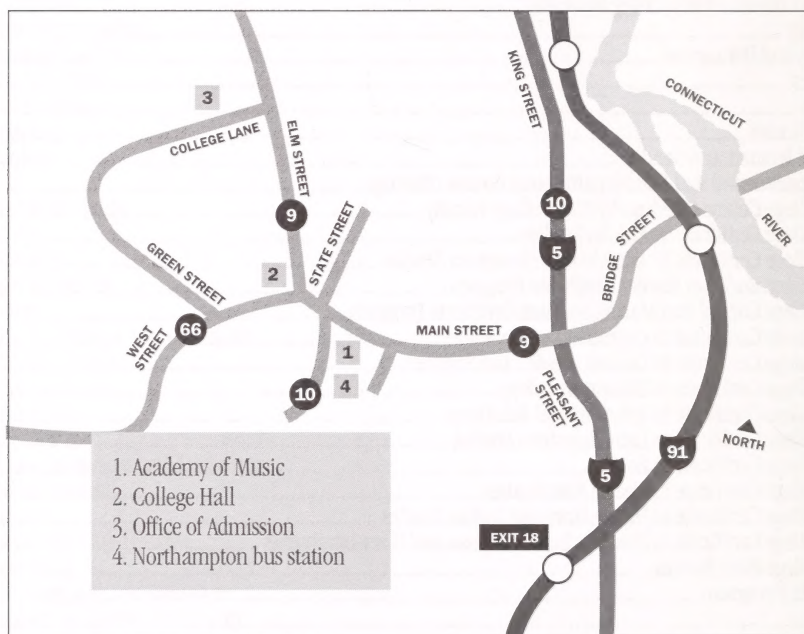
By Air: Bradley International, located about 35 miles south of Northampton in Windsor Locks, Connecticut, is the nearest airport and is served by all major airlines. Limousines, buses and rental cars are available at the airport. Flying into Bradley rather than into Boston's Logan Airport gives you a shorter drive to Northampton and spares you city traffic congestion.

By Train: Amtrak serves Springfield, Massachusetts, which is 20 miles south of Northampton. From the train station, you can reach Northampton by taxi, rental car or bus. The Springfield bus station is a short walk from the train station.

By Bus: Greyhound and Peter Pan bus lines serve the area. Most routes go to the main bus terminal in Springfield, where you can catch another bus to Northampton. Buses run almost hourly between Springfield and Northampton. Smith is a 10-minute walk or a short taxi ride from the bus station.

By Car: Northampton is on Route I-91. Take Exit 18, and follow Route 5 north into the center of town. Turn left onto Route 9. Go straight through four sets of traffic lights, turning left into College Lane shortly after the third set. The Office of Admission is on your right, overlooking Paradise Pond. Parking is available next to the office and along Route 9.

Smith College, Northampton, Massachusetts



Smith College is accredited by the New England Association of Schools and Colleges, Inc., through its Commission on Institutions of Higher Education. Accreditation of an institution of higher education by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process.

Inquiries and Visits

Visitors are always welcome at the college. Student guides are available to all visitors for tours of the campus; arrangements can be made through the Office of Admission. Administrative offices are open Monday through Friday from 8:30 a.m. to 4:30 p.m. during the academic year. (Refer to the college calendar, p. vi, for the dates that the college is in session.) In the summer, offices are open from 8 a.m. to 4 p.m. You may be able to make appointments to meet with office staff at other times, including holidays. Any questions about Smith College may be addressed to the following officers and their staffs by mail, telephone, e-mail or appointment.

Admission

Audrey Smith, *Associate Vice President for Enrollment*
Debra Shaver, *Director of Admission*
7 College Lane, (413) 585-2500; (800) 383-3232

We urge prospective students to make appointments for interviews in advance with the Office of Admission. The Office of Admission schedules these appointments from 9 a.m. to 3 p.m. Monday through Friday. From mid-September through January, appointments can also be made on Saturdays from 9 a.m. to noon. General information sessions are also held twice daily and on Saturdays from mid-July through January. Please visit www.smith.edu/admission for details.

Financial Aid, Campus Jobs and Billing for

Undergraduates

David Belanger, *Director of Student Financial Services*
College Hall
(413) 585-2530
E-mail: sfs@smith.edu

Academic Standing

Maureen A. Mahoney, *Dean of the College and Vice President for Campus Life*
College Hall, (413) 585-4900

Jane Stangl, *Dean of the First-Year Class*

Margaret Bruzelius, *Dean of the Senior and Second-Semester Junior Classes*

Erika J. Laquer, *Dean of the Sophomore and First-Semester Junior Classes, and of Ada Comstock Scholars*
College Hall, (413) 585-3090

Alumnae Association

Carrie Cadwell Brown, *Executive Director*
Alumnae House, (413) 585-2020

Career Planning and Alumnae References

Stacie Hagenbaugh, *Director of the Career Development Office*
Drew Hall, (413) 585-2570

College Relations

Laurie Fenlason, *Vice President for Public Affairs*
Garrison Hall, (413) 585-2170

Development

Patricia Jackson, *Vice President for Development*
Alumnae House, (413) 585-2020

Disability Services

Laura Rauscher, *Director of Disability Services*

Graduate Study

Danielle Carr Ramdath, *Director*
College Hall, (413) 585-3000

Medical Services and Student Health

Leslie R. Jaffe, *College Physician and Director of Health Services*
Elizabeth Mason Infirmary, (413) 585-2800

Religious Life

Jennifer Walters, *Dean of Religious Life*
Helen Hills Hills Chapel, (413) 585-2750

School for Social Work

Carolyn Jacobs, *Dean*
Lilly Hall, (413) 585-7950

Student Affairs

Julianne Ohotnick, *Dean of Students*
College Hall, (413) 585-4940

Transcripts and Records

Patricia O'Neil, *Registrar*
College Hall, (413) 585-2550

Academic Calendar 2011–12

Fall Semester 2011

Thursday, September 1–Wednesday, September 7
Orientation for entering students

Wednesday, August 31, and Thursday, September 1
Central check-in for entering students

Wednesday, September 7, 7 p.m.
Opening Convocation

Thursday, September 8, 8 a.m.
Classes begin

To be announced by the president
Mountain Day (holiday)—Classes scheduled before 7 p.m. are canceled.

Saturday, October 8–Tuesday, October 11
Autumn recess

Friday, October 21–Sunday, October 23
Family Weekend

Thursday, November 10
Otelia Cromwell Day—Afternoon and evening classes are canceled.

Monday, November 7–Friday, November 18
Advising and course registration for the second semester

Wednesday, November 23–Sunday, November 27
Thanksgiving recess (Houses close at 10 a.m. on November 23 and open at 1 p.m. on November 27.)

Thursday, December 15
Last day of classes

Friday, December 16–Sunday, December 18
Pre-examination study period

Monday, December 19–Thursday, December 22
Examinations

Friday, December 23–Sunday, January 1
Winter recess (Houses and Friedman apartments close at 10 a.m. on December 23 and open at 1 p.m. on January 2.)

Interterm 2012

Monday, January 2–Tuesday, January 24

Spring Semester 2012

Monday, January 23–Wednesday, January 25
Orientation for entering students

Thursday, January 26, 8 a.m.
Classes begin

Thursday, February 23
Rally Day—All classes are canceled.

Saturday, March 17–Sunday, March 25
Spring recess (Houses close at 10 a.m. on March 17 and open at 1 p.m. on March 25.)

Monday, April 9–Friday, April 20
Advising and course registration for the first semester of 2012–13

Thursday, May 3
Last day of classes

Friday, May 4–Monday, May 7
Pre-examination study period

Tuesday, May 8–Friday, May 11
Final examinations

Saturday, May 12
Houses close for all students except '12 graduates, Commencement workers and those with Five College finals.

Sunday, May 20
Commencement

Monday, May 21
All houses close at noon.

The calendar for the academic year consists of two semesters separated by an interterm of approximately three weeks. Each semester allows for 13 weeks of classes followed by a pre-examination study period and a four-day examination period. Please visit www.smith.edu/academiccalendar for further details.

Smith College Mission and History

Mission

Smith College educates women of promise for lives of distinction. A college of and for the world. Smith links the power of the liberal arts to excellence in research and scholarship, developing leaders for society's challenges.

Values

- Smith is a community dedicated to learning, teaching, scholarship, discovery, creativity and critical thought.
- Smith is committed to access and diversity, recruiting and supporting talented, ambitious women of all backgrounds.
- Smith educates women to understand the complexity of human history and the variety of the world's cultures through engagement with social, political, aesthetic and scientific issues.
- Smith prepares women to fulfill their responsibilities to the local, national and global communities in which they live and to steward the resources that sustain them.

History of Smith College

Smith College is a distinguished liberal arts college committed to providing the highest quality undergraduate education for women to enable them to develop their intellects and talents and to participate effectively and fully in society.

Smith began in the nineteenth century in the mind and conscience of a New England woman. In her will, Sophia Smith articulated her vision of a liberal arts college for women, with the purpose that "women's 'wrongs' will be redressed, their wages adjusted, their weight of influence in reforming the evils of society will be greatly increased as teachers, as writers, as mothers, as members of society, their power for good will be incalculably enlarged." Through its commitment to academic excellence and its active engagement with the issues of our time, Smith remains faithful to its founder's ideals.

The college envisioned by Sophia Smith and her minister, John M. Greene, resembled many other old New England colleges in its religious orientation, with all education at the college "pervaded by the Spirit of Evangelical Christian Religion" but "without giving preference to any sect or denomination."

Smith has changed much since its founding in 1871. But throughout its history there have been certain enduring constants: an uncompromising defense of academic and intellectual freedom, an attention to the relation between college education and the larger public issues of world order and human dignity, and a concern for the rights and privileges of women.

Indeed, at a time when most people had narrow views of women's abilities and their proper role in society, Sophia Smith showed not only concern with the particular needs of young women but also faith in their still underdeveloped powers. After enumerating the subjects that continue to be a vital part of the college's curriculum, she added:

And in such other studies as coming times may develop or demand for the education of women and the progress of the race, I would have the education suited to the mental and physical wants of women. It is not my design to render my sex any the less feminine, but to develop as fully as may be the powers of womanhood, and furnish women with the means of usefulness, happiness and honor now withheld from them.

In the fall of 1875, Smith College opened with 14 students and six faculty under the presidency of Laurenus Clark Seelye. Its small campus was planned to make the college part of what John M. Greene called "the real prac-

tical life" of a New England town, rather than a sequestered academic preserve. College Hall, the Victorian Gothic administrative and classroom building, dominated the head of Northampton's Main Street. For study and worship, students used the town's well-endowed public library and various churches. Instead of a dormitory, students lived in a "cottage," where life was more familial than institutional. Thus began the "house" system that, with some modifications, the college still employs today. The main lines of Smith's founding educational policy, laid down in President Seelye's inaugural address, remain valid today: then as now, the standards for admission were as high as those of the best colleges for men; then as now, a truly liberal education was fostered by a broad curriculum of the humanities, the fine arts and the natural and social sciences.

During the 35 years of President Seelye's administration, the college prospered mightily. Its assets grew from Sophia Smith's original bequest of about \$400,000 to more than \$3,000,000; its faculty to 122; its student body to 1,635; its buildings to 35. These buildings included Alumnae Gymnasium, site of the first women's basketball game, which now houses the College Archives and is connected to the William Allan Neilson Library, one of the best-resourced undergraduate libraries in the country.

Smith's second president, Marion LeRoy Burton, took office in 1910. President Burton, a graduate of Yale Divinity School, was a gifted public speaker with an especially acute business sense. He used these talents to help the college raise the amazing sum of \$1,000,000—a huge endowment campaign for any college at that time. With the college's increased endowment, President Burton was able to increase faculty salaries substantially and improve the faculty-to-student ratio. President Burton's fund drive also invigorated the alumnae, bringing them closer to the college than ever before and increasing their representation on the board of trustees.

Along with improving the financial state and business methods of the college, President Burton contributed to a revision of the curriculum and initiated college honors programs to recognize outstanding students. He also helped to organize a cooperative admission system among Smith, Mount Holyoke, Wellesley and Vassar, the finest women's colleges of the day. President Burton's accomplishments are commemorated today by Burton Hall, the science building that his fund drive helped to finance.

When William Allan Neilson became president in 1917, Smith was already one of the largest women's colleges in the world. President Neilson shrewdly developed the advantages of large academic institutions while maintaining the benefits of a small one. Under his leadership, the size of the faculty continued to increase while the number of students remained at about 2,000. The curriculum was revised to provide a pattern still followed in many American colleges—a broad foundation in various fields of knowledge, later complemented by the more intensive study of a major subject. The college expanded honors programs and initiated interdepartmental majors in science, landscape architecture and theatre. The School for Social Work, a coeducational graduate program, was founded. And more college houses were built, mainly in the Georgian complex called "the Quad," so that every student could live on campus.

Not only did President Neilson help make Smith College one of the leading colleges in the United States, whether for men or women, but he also developed it into an institution of international distinction and concerns. President Neilson, himself a Scotsman, married to a well-educated German woman, transformed the college from a high-minded but provincial community in the hinterland of Massachusetts into a cosmopolitan center constantly animated by ideas from abroad. Between the two world wars, he brought many important exiled or endangered foreign teachers, scholars, lecturers and artists to the college. Meanwhile, as long as peace lasted, Smith students went to study in France, Italy and Spain on the Junior Year Abroad Program instituted by the college in 1924.

President Neilson retired in 1939, just before the outbreak of World War II, and for one year Elizabeth Cutter Morrow, an alumna trustee, served as acting president. Herbert Davis took office as Smith's fourth president in 1940 and reaffirmed the contributions that a liberal arts college could make to a troubled world. Already during World War I a group of Smith alumnae had gone to France to do relief work in the town of Grécourt; a replica of Grécourt's chateau gates is now emblematic of the college.

Soon after the 1941 bombing of Pearl Harbor, the college agreed to provide facilities on its campus for the first Officers' Training Unit of the Women's Reserve, or WAVES. The college added a summer term from 1942 to 1945 so some students could graduate more quickly and go on to government, hospital or military service. Though physically isolated by travel restrictions, the college retained its cosmopolitan character as refugees came to lecture, teach and study. And foreign films were shown regularly in Sage Hall—a practice that would give generations of

students their sensitivity both to other cultures and to an important, relatively new art. President Davis' administration was marked by intensified academic life, reflecting his belief that serious study was a way of confronting the global threat to civilization.

Benjamin Fletcher Wright came from Harvard to become Smith's fifth president in 1949. The college had by then resumed its regular calendar and completed several much-needed building projects, including a new heating plant and a student recreation center named for retiring President Davis. The most memorable achievements of President Wright's administration were the strengthening of Smith's financial position and the defense of academic freedom during the 1950s.

In 1950, the \$7 Million Fund Drive was triumphantly completed, enabling the college to improve facilities and increase faculty salaries. In 1955, the Helen Hills Chapel was completed, giving Smith its own place of worship. The early 1950s were not, though, easy years for colleges; McCarthyism bred a widespread suspicion of any writing or teaching that might seem left of center. In defending his faculty members' right to political and intellectual independence, President Wright showed great courage and statesmanship. Complementing his achievements was the financial and moral support of Smith's Alumnae Association, by now the most devoted and active group of its kind in the country. Before President Wright's term ended, the college received a large gift for constructing a new faculty office and classroom building to be named for him.

When Thomas Corwin Mendenhall came from Yale in 1959 to become Smith's sixth president, both the college and the country at large were enjoying peace and prosperity. During the 1960s, social and cultural changes stirred the college profoundly, and a series of powerful movements influenced the larger society and the academic world alike. In response to the needs of increasingly independent and ambitious students, the curriculum was thoroughly revised. Collegewide requirements were set aside and independent study encouraged. The college made more varied educational experiences available to Smith undergraduates by extending cooperation with its neighbors—Amherst, Hampshire and Mount Holyoke colleges and the University of Massachusetts. And Smith joined other private colleges in the Northeast to develop the Twelve College Exchange Program. The college added buildings with the most modern facilities for the study of the natural sciences, performing arts and fine arts. The new fine arts center included the Smith College Museum of Art, now one of the most distinguished college museums in the country.

The 1960s saw the civil rights, the students' rights and the anti-war movements take root and grow at many of the country's universities and colleges, including Smith. Thanks to these movements and to the wisdom, tact and humor of President Mendenhall, the college emerged from the 1960s with a more precise awareness of student needs and an active, practical sense of social responsibility.

Meanwhile, life in the college houses was changing. The old rules governing late evenings out and male visitors were relaxed, then abandoned. Not surprisingly, when Vassar began to admit men, and Yale, Princeton and Dartmouth to admit women as candidates for degrees, some members of the college community wondered whether Smith should also become coeducational. In 1971, a committee of trustees, faculty, administration, students and alumnae studied the question in detail. The committee concluded that admitting men as candidates for the Smith degree would detract from the founding purpose of the college—to provide the best possible education for women.

In the late 1960s and early 1970s another important movement—the women's movement—was gathering momentum. This was to have a profound effect on American society and to confirm the original purpose of Smith College. The college began its second century in 1975 by inaugurating its first woman president, Jill Ker Conway, who came to Smith from Australia by way of Harvard and the University of Toronto. She was a charismatic and energetic leader with a vision for women's education, and her administration was marked by three major accomplishments: a large-scale renovation and expansion of Neilson Library, evidence of Smith's undiminished concern for the heart of the liberal arts; the rapid growth of the Ada Comstock Scholars Program, through which women beyond the traditional college age could earn a Smith degree; and exceptionally successful fund-raising efforts. Also during President Conway's administration, the Career Development Office was expanded to better counsel Smith students and alumnae about career opportunities and graduate training for women. Recognizing the rapidly growing emphasis on fitness and athletics for women, Smith built the Ainsworth Gymnasium and broke ground for new indoor and outdoor track and tennis facilities. President Conway's contributions underscored her commitment to women's colleges and a liberal arts education in today's society.

When Mary Maples Dunn came to Smith in 1985 after many years as a professor of history and then as dean of Bryn Mawr College, Smith's student body had diversified. During its early decades the student body had been overwhelmingly Protestant, but by the 1970s, Roman Catholic and Jewish college chaplains served alongside the Protestant chaplain. All racial, ethnic and religious groups are now well represented on campus, evidence of Smith's continuing moral and intellectual commitment to diversity.

In Dunn's decade as president, the college raised more than \$300 million, constructed two major buildings and renovated many more, enhanced communication on and off campus, attracted record numbers of applicants (while upholding the same academic standards) and doubled the value of its endowment. Computer technology transformed the way Smith conducted its business. And the curriculum became broader in scope, with five new majors and increased course offerings in non-Western and neglected American cultures.

In 1995 Ruth Simmons became Smith's ninth president, the first African-American woman to head any top-ranked American college or university. Simmons galvanized the campus through an ambitious campuswide self-study process that resulted in a number of landmark initiatives, including Praxis, a program that allows every Smith student the opportunity to elect an internship funded by the college; an engineering program, the first at a women's college; programs in the humanities that include a poetry center and a peer-reviewed journal devoted to publishing scholarly works by and about women of color; and curricular innovations that include intensive seminars for first-year students and programs to encourage students' speaking and writing skills.

A number of building projects were launched during Simmons' administration; most significant was a \$35-million expansion and renovation of the Smith College Museum of Art, art department and art library. Construction of the Campus Center began, and the Lyman Conservatory was renovated. Simmons left Smith in June 2001, assuming the presidency of Brown University. John M. Connolly, Smith's first provost, served as acting president for one year, skillfully guiding the college through the national trauma of September 11, 2001, and its aftermath.

A widely respected scholar of Victorian literature, Carol T. Christ took up her duties as Smith's 10th president in 2002. Christ's administration has been characterized by an energetic program of outreach, innovation and long-range planning, including capital planning, intended to position Smith for optimal success in a changing higher education landscape. She launched a review, conducted by members of the Smith faculty and outside scholars, to determine the distinctive intellectual traditions of the Smith curriculum and areas on which to build. Issued in 2007, *The Smith Design for Learning: A Plan to Reimagine a Liberal Arts Education* builds upon Smith's history of pedagogical innovation, identifying priority areas—among them, global studies, environmental sustainability, and community engagement—for significant investment over the coming decade.

In the area of capital planning, a number of major building projects have come to fruition during Christ's tenure: the renovation and expansion of the Brown Fine Arts Center; a dramatic new campus center; a renovated Lyman Conservatory; the impressive Olin Fitness Center; new homes for the Poetry Center and the Mwangi Cultural Center; the renovation of Lilly Hall, home of the college's School for Social Work; and the construction of Conway House, an apartment building for Ada Comstock Scholars with children. Ford Hall, a state-of-the-art, sustainably designed classroom and laboratory facility named in recognition of its lead donor, the Ford Motor Company Fund, opened in 2009; it serves as home to the college's pioneering Picker Engineering Program as well as the departments of molecular biology, chemistry, biochemistry and computer science. Under Christ's leadership, Smith has made significant commitments to environmental sustainability in its curriculum and campus operations, including the construction of a cogeneration facility for power and heat and the dedication of the MacLeish Field Station, a 200-acre woodland tract in Whately, Mass., for environmental education and research.

Smith continues to benefit from a dynamic relationship between innovation and tradition. The college is still very much a part of Northampton, a vibrant cultural center. The majority of students still live in college houses with their own common rooms, in accord with the original "cottage" plan. And while Smith's curriculum of the humanities, arts and sciences still flourishes, the college continues to respond to emerging intellectual developments, offering majors or interdepartmental programs in such fields as engineering, environmental science and policy, the study of women and gender, Global South development, neuroscience, Latin American and Latino/a studies, and Jewish studies, as well as concentrations—programs combining intellectual and practical experience—in such areas as biomathematical sciences, South Asia and archives. Were Sophia Smith to visit Northampton today she would no doubt find her vision realized, as students at her college, young women of extraordinary promise and ambition, prepare themselves for lives of leadership and distinction.

The William Allan Neilson Chair of Research

Commemorating President Neilson's profound concern for scholarship and research

Kurt Koffka, Ph.D.; Psychology, 1927–32

G. Antonio Borgese, Ph.D.; Comparative Literature, 1932–35

Sir Herbert J.C. Grierson, MA., LL.D., Litt.D.; English, second semester, 1937–38

Alfred Einstein, Dr. Phil.; Music, first semester, 1939–40; 1949–50

George Edward Moore, D.Litt., LL.D.; Philosophy, first semester, 1940–41

Karl Kelchner Darrow, Ph.D.; Physics, second semester, 1940–41

Carl Lotus Becker, Ph.D., Litt.D.; History, second semester, 1941–42

Albert F. Blakeslee, Ph.D., Sc.D. (Hon.); Botany, 1942–43

Edgar Wind, Ph.D.; Art, 1944–48

David Nichol Smith, M.A., D.Litt. (Hon.), LL.D.; English, first semester, 1946–47

David Mitrany, Ph.D., D.Sc.; International Relations, second semester, 1950–51

Pieter Geyl, Litt.D.; History, second semester, 1951–52

Wystan Hugh Auden, B.A.; English, second semester, 1952–53

Alfred Kazin, M.A.; English, 1954–55

Harlow Shapley, Ph.D., LL.D., Sc.D., Litt.D., Dr. (Hon.); Astronomy, first semester, 1956–57

Philip Ellis Wheelwright, Ph.D.; Philosophy, second semester, 1957–58

Karl Lehmann, Ph.D.; Art, second semester, 1958–59

Alvin Harvey Hansen, Ph.D., LL.D.; Economics, second semester, 1959–60

Philippe Emmanuel Le Corbeiller, Dr.-ès-Sc., A.M. (Hon.); Physics, first semester, 1960–61

Eudora Welty, B.A., Litt.D.; English, second semester, 1961–62

Dénes Bartha, Ph.D.; Music, second semester, 1963–64

Dietrich Gerhard, Ph.D.; History, first semester, 1967–68

Louis Frederick Fieser, Ph.D., Sc.D. (Hon.), D.Pharm. (Hon.); Chemistry, second semester, 1967–68

Wolfgang Stechow, Dr. Phil., L.H.D., D.E.A. (Hon.); Art, second semester, 1968–69

Robert A. Nisbet, Ph.D.; Sociology and Anthropology, first semester, 1971–72

Louise Cuyler, Ph.D.; Music, second semester, 1974–75

Herbert G. Gutman, Ph.D.; American Studies, 1977–78

Renée C. Fox, Ph.D., Litt.D. (Hon.); Sociology and Anthropology, first semester, 1980–81

Auguste Anglès, Docteur ès Lettres; French, first semester, 1981–82

Victor Turner, Ph.D.; Religion and Biblical Literature, first semester, 1982–83

Robert Brentano, D. Phil.; History, first semester, 1985–86

Germaine Brée, Ph.D.; Comparative Literature, second semester, 1985–86

Carsten Thomassen, Ph.D.; Mathematics, first semester, 1987–88

Charles Hamilton, J.D., Ph.D.; Government, second semester, 1988–89

Triloki Nath Madan, Ph.D.; Anthropology, first semester, 1990–91

Armstead L. Robinson, Ph.D.; Afro-American Studies, first semester, 1991–92

Sheila S. Walker, Ph.D.; Afro-American Studies, second semester, 1991–92

Roy S. Bryce-Laporte, Ph.D.; Sociology, first semester, 1993–94

Trinh T. Minh-ha, Ph.D.; Women's Studies, second semester, 1993–94

Rey Chow, Ph.D.; Comparative Literature, second semester, 1995–96

June Nash, Ph.D.; Latin American Studies, first semester, 1996–97

Judith Plaskow, Ph.D.; Women's Studies and Jewish Studies, second semester, 1996–97

Irwin P. Ting, Ph.D.; Biological Sciences, first semester, 1997–98

Ruth Klüger, Ph.D.; German Studies, first semester, 1998–99

Romila Thapar, Ph.D.; Religion and Biblical Literature, second semester, 1998–99

Margaret Lock, Ph.D.; Anthropology, first semester, 1999–2000

Thomas Greene, Ph.D.; English Language and Literature, first semester, 2000–01

Carolyn Cohen, Ph.D.; Biochemistry/Biological Sciences, second semester, 2001–02

Nuala Ni Dhombnaill; Comparative Literature, first semester, 2002–03

Lauren Berlant, Ph.D.; Women's Studies, first semester, 2003–04

Nawal El Saadawi, M.D.; Comparative Literature, first semester, 2004–05

Frances Fox Piven, Ph.D.; Political Science and Sociology, second semester, 2006–07

Mohd Anis Md Nor, Ph.D.; Music, Dance and Theatre, first semester, 2007–08

János Pach, Ph.D.; Mathematics and Statistics, first semester, 2008–09

Randolph Hester, M.L.A.; Landscape Studies, second semester, 2009–10

Wayne Meeks, Ph.D.; Religion, first semester, 2010–11

Melinda Wagner; Music, second semester, 2011–12

The Ruth and Clarence Kennedy Professorship in Renaissance Studies

Commemorating the Kennedys' commitment to the study of the Renaissance and their long-standing devotion to Smith College

Charles Mitchell, M.A.; Art, 1974–75

Felix Gilbert, Ph.D.; History, 1975–76

Giuseppe Billanovich, Dottore di Letteratura Italiana; Italian Humanism, second semester, 1976–77

Jean J. Seznec, Docteur ès Lettres; French, second semester, 1977–78

Hans R. Guggisberg, D.Phil.; History, first semester, 1980–81

Alistair Crombie, Ph.D.; History of Science, second semester, 1981–82

John Coolidge, Ph.D.; Art, second semester, 1982–83

Howard Mayer Brown, Ph.D.; Music, first semester, 1983–84

Hendrik W. van Os, Ph.D.; Art, first semester, 1987–88

George Kubler, Ph.D.; Art, second semester, 1989–90

Susan Donahue Kuretsky, Ph.D.; Art, second semester, 1991–92

Diane De Grazia, Ph.D.; Art, second semester, 1993–94

Larry Silver, Ph.D.; Art, first semester, 1994–95

Andrée Hayum, Ph.D.; Art, second semester, 1994–95

Mark P. O. Morford, Ph.D.; Classical Languages and Literatures, 1995–96

Kenneth R. Stow, Ph.D.; Jewish Studies, 1996–97

AnnaMaria Petrioli Tofani, Dottore in Lettere; Art and Italian Language and Literature, first semester, 1997–98

Nancy Siraisi, Ph.D.; History of Sciences, first semester, 1998–99

Keith Christiansen, Ph.D.; Art, first semester, 1999–2000

Phyllis Pray Bober, Ph.D.; Art, first semester, 2001–02

Alison Brown, M.A.; History, first semester, 2001–02

Harry Berger, Jr., Ph.D.; Comparative Literature, first semester, 2002–03

James M. Saslow, Ph.D.; Art, second semester, 2003–04

Richard Cooper, Ph.D.; French, first semester, 2004–05

Deborah Howard, Ph.D.; Art, second semester, 2005–06

Andreas Kleinert, Ph.D.; History of Science, first semester, 2006–07

Caroline Elam, Hon.D.Arts.; Art, second semester, 2007–08

Rosemarie Mulcahy, Ph.D.; Art, second semester, 2008–09

Aileen Ribeiro, Ph.D.; Theatre, first semester, 2009–10

Peter Stallybrass, Ph.D.; Comparative Literature, first semester, 2010–11

The Academic Program

Smith: A Liberal Arts College

The tradition of the liberal arts reaches back into classical antiquity. Training the mind through the study of languages, literature, history, culture, society, mathematics, science, the arts and philosophy has for centuries been the favored approach in Europe and America for educating leaders. It is a general training, not intended as a preparation for any one profession. In the 19th century the liberal arts were characterized as providing “the *discipline* and *furniture* of the mind: expanding its powers, and storing it with knowledge,” to which was added, “The former of these is, perhaps, the more important of the two.” At many liberal arts colleges today this ideal is understood as implying both *breadth* and *depth* in each student’s course of studies, as well as the acquisition of crucial *skills* in writing, public speaking and quantitative reasoning.

From its foundation in 1871 Smith has taken a progressive, expansive and student-oriented view of its role as a liberal arts college. To the studies of the humanities and sciences the college early added courses in art and music, a substantial innovation for its time. In the same spirit the faculty has continued to integrate the new and the old, respecting all the while the individual needs of, and differences among, its students. As an early dean of the faculty wrote, it “is always the problem of education, to secure the proper amount of system and the due proportion of individual liberty, to give discipline to the impulsive and wayward and largeness of opportunity to those who will make good use of it.”

In the spirit of “individual liberty [and] largeness of opportunity” Smith College has since 1970 had no distribution requirements for graduation. In the interest of “discipline” each student must complete a major, to give *depth* to her studies, while to guarantee *breadth* she must take at least 64 credits outside the department or program of her major. As for “system,” the college assigns each beginning student a faculty member as academic adviser; each student later chooses a major adviser. Students, in consultation with their advisers, are expected to select a curriculum that has both breadth and depth, engages with cultures other than their own,

and develops critical skills in writing, public speaking, and quantitative reasoning.

The Smith faculty strongly recommends that students “pursue studies in the seven major fields of knowledge” listed below. Completion of a course in each of these areas is a condition for Latin Honors at graduation: to be eligible each student must take at least one course in each of the seven areas (see following, and Latin Honors on p. 27). Students who complete a course in each area will receive Liberal Arts Commendation and this will be noted on their transcripts.

The Curriculum

Each discipline within the liberal arts framework offers students a valid perspective on the world’s past, present and future. Therefore, we recommend that students pursue studies in the following seven major fields of knowledge:

- 1) *Literature*, either in English or in some other language, because it is a crucial form of expression, contributes to our understanding of human experience and plays a central role in the development of culture;
- 2) *Historical studies*, either in history or in historically oriented courses in art, music, religion, philosophy and theatre, because they provide a perspective on the development of human society and culture and free us from the parochialism of the present;
- 3) *Social science*, because it offers a systematic and critical inquiry into human nature, social institutions and human relationships;
- 4) *Natural science*, because of its methods, its contribution to our understanding of the world around us and its significance in modern culture;
- 5) *Mathematics and analytic philosophy*, because they foster an understanding of the nature and use of formal, rational thought;
- 6) *The arts*, because they constitute the media through which people have sought, through the ages, to express their deepest feelings and values;
- 7) *A foreign language*, because it frees one from the limits of one’s own tongue, provides access to another culture and makes possible communication outside one’s own society.

We further recommend that students take performance courses offered in exercise and sport studies, because they provide opportunities for recreation, health and the development of skills for the complete person.

Curricular Expectations and Requirements

In the course of their educations, Smith students are expected to become acquainted with—to master, as far as they are able—certain bodies of knowledge, but they are also expected to learn the intellectual skills necessary for using and extending that knowledge. The list below summarizes those expectations. While acknowledging that education can never be defined by a listing of subjects or skills, the faculty believes that such a listing may usefully contribute to the planning of an education, and it offers the list below in that spirit, as an aid to students as they choose their courses and assess their individual progress, and to advisers as they assist in that process.

In order to put their knowledge to use, to lay a foundation for further study, and to make effective contributions to the work of their communities, students should, by the time they graduate:

- I. Develop the ability to think critically and analytically and to convey knowledge and understanding, which require
 - writing clearly
 - speaking articulately
 - reading closely
 - evaluating and presenting evidence accurately
 - knowing and using quantitative skills
 - applying scientific reasoning
 - engaging with artistic creation and expression
 - working both independently and collaboratively
- II. Develop a historical and comparative perspective, which requires
 - learning foreign languages
 - studying the historical development of societies, cultures, and philosophies
 - understanding multi- and inter-disciplinary approaches
- III. Become an informed global citizen, which requires
 - engaging with communities beyond Smith
 - learning tolerance and understanding diversity
 - applying moral reasoning to ethical problems
 - understanding environmental challenges

The Writing Requirement

Each first-year student is required, during her first or second semester at Smith, to complete with a grade of C- or higher at least one writing-intensive course. Based on their level of proficiency, students will be directed toward appropriate intensive writing courses. Effective Spring 2012, Ada Comstock Scholars and transfer students will also be required to complete at least one writing-intensive course, with a grade of C- or higher, during their first two semesters at Smith. The WI requirement can be satisfied before matriculation based on transcript review by the registrar, in conjunction with the writing committee. Writing intensive courses will devote a significant amount of class time to teaching students to write with precision, clarity, economy and some degree of elegance. That is to say,

- 1) to articulate a thesis or central argument, or to create a description or report, with an orderly sequence of ideas, apt transitions, and a purpose clear to the intended audience;
- 2) to support an argument and to enrich an explanation with evidence;
- 3) when appropriate, to identify and to evaluate suitable primary and secondary sources for scholarly work, demonstrating awareness of library catalogues and databases and of the values and limitations of Internet resources;
- 4) to incorporate the work of others (by quotation, summary or paraphrase) concisely, effectively and with attention to the models of citation of the various disciplines and with respect for academic integrity;
- 5) to compose paragraphs that are unified and coherent;
- 6) to edit work until it is orderly, clear and free of violations of the conventions of standard written English (grammar, usage, punctuation, diction, syntax).

For the bachelor of arts degree, there are *no* further required courses outside the student's field of concentration. The college does, however, make two demands of the student: that she complete a major and that she take at least 64 credits outside the department or program of her major. The curricular requirements for the bachelor of science degree in engineering are listed in the courses of study section under Engineering. Furthermore, students who wish to become eligible for Latin Honors (see p. 27) at graduation or who wish to have Liberal Arts Commendation indicated on their transcripts must elect at least one course (normally

four credits) in each of the seven major fields of knowledge listed previously. Each student has the freedom and responsibility to choose, with the help of her academic advisers, a course of studies to fit her individual needs and interests. The curricular expectations and requirements for the degree therefore allow great flexibility in the design of a course of study leading to the degree.

The Major

A student's program requires a minimum of 36 credits in a departmental or interdepartmental major. For the bachelor of arts degree, one-half of a student's total program, or at least 64 credits, shall be taken outside the department or program of the major. Any course (including prerequisites) which is explicitly listed in the catalogue as required for, or counting toward, fulfilling the requirements of the major shall be considered to be inside the major for the purposes of this rule. The sole exception to the 64-credit rule is that in the case of a major requiring study of two foreign languages taught within a single department or program, no fewer than 56 credits shall be taken outside the department or program of the major. The requirements for each major are described at the end of the course listings for each major department and program. Normally, cross-listed and dual-prefixed courses are also considered to be inside the major.

Students declare their majors no later than the registration period during the second semester of the sophomore year but may declare them earlier. Once the major is declared, a member of the faculty in the major department, either chosen or assigned, serves as the student's adviser.

Major programs are offered by the following departments:

Afro-American Studies	Education and Child Study
Anthropology	Engineering
Art	English Language and Literature
Astronomy	French Studies
Biological Sciences	Geosciences
Chemistry	German Studies
Classical Languages and Literatures	Government
Computer Science	History
Dance	Italian Language and Literature
East Asian Languages and Literatures	Italian Studies
Economics	

Mathematics and Statistics	Russian Language and Literature
Music	Sociology
Philosophy	Spanish and Portuguese
Physics	Theatre
Psychology	
Religion	

Interdepartmental majors are offered in the following areas:

American Studies	Jewish Studies
Biochemistry	Latin American and Latino/a Studies
Comparative Literature	Medieval Studies
East Asian Studies	Neuroscience
Environmental Science and Policy	Study of Women and Gender
Film Studies	

If the educational needs of the individual student cannot be met by a course of study in any of the specified majors, a student may design and undertake an interdepartmental major sponsored by advisers from at least two departments, subject to the approval of the Committee on Academic Priorities. The guidelines for proposed student-designed interdepartmental majors are available in the class deans' office, College Hall.

Students in departmental majors or in student-designed interdepartmental majors may enter the honors program. A description of the honors program can be found on page 12.

On its official transcripts, the college will recognize the completion of no more than two majors, or one major and one minor, or one major and one Five College Certificate for each student, even if the student chooses to complete the requirements for additional majors, minors or certificates. In addition, the college will recognize the completion of no more than one concentration for each student. Normally, only three courses from any one major may count toward both the student's major and the concentration. No minor or second major may be in the same department or program as the first major.

The Minor

Students may consider the option of a minor in addition to a major. A minor consists of a sequence, designated by the faculty, of 20 to 24 credits from one or more departments. The minor may not be in the same department or program as the student's major.

In addition to minors in many departments and programs offering majors, the following interdepartmental minors are offered:

African Studies	Latin American and
Ancient Studies	Latino/a Studies
Archaeology	Linguistics
Arts and Technology	Logic
Astrophysics	Marine Science and
Digital Art	Policy
Digital Music	Medieval Studies
East Asian Studies	Middle East Studies
Ethics	Neuroscience
Exercise and Sports Studies	Public Policy
Global South Development	Statistics
Studies	Study of Women and
History of Science	Gender
and Technology	Systems Analysis
Landscapes Studies	Urban Studies

Student-Designed Interdepartmental Majors and Minors

This course of study must differ significantly from an established major or minor and must include concentrated work in more than one department. For majors, at least one of the departments or programs must itself offer a major. Majors are expected to include 36 to 48 credits in related courses in more than one department. Normally, a minimum of 24 credits are at the 200 level or higher and a minimum of eight are at the 300 level. One of the 300-level courses may be the integrating project. Examples of self-designed majors include linguistics, exercise science and logic.

Minors are expected to include 20 to 24 credits in related courses in more than one department, of which no more than eight credits should be at the 100 level and at least four should be at the 300 level.

Proposals for majors may be submitted no earlier than the first semester of the sophomore year and no later than the end of advising week of the second semester of the junior year. The deadlines for submission of proposals are November 15 and April 15. Proposals for minors may be submitted to the Subcommittee on Honors and Independent Programs at any time after the major has been declared but no later than the end of the first semester of the senior year.

The major or minor proposal must include a statement explicitly defining the subject matter and method of approach underlying the design of the major or minor; course lists; and, for the major, a clearly formulated integrating course or piece of work. Proposals must include letters of support from all advisers representing the areas of study central to the major and written recommendations signed by the chairs indicating approval of the departments or programs in the major.

Information about student-designed interdepartmental majors and minors is available from the dean of the senior class.

Five College Certificate Programs

Five College Certificate Programs provide a directed course of study in various interdisciplinary fields through the resources available at the five area colleges. Certificate programs are offered in addition to or in conjunction with the student's major. Certificates are awarded upon successful completion of a program by the appropriate Five College faculty councils on the recommendation of designated faculty advisers from the student's home institution. Current certificate programs require that the student earn a grade of B or above in all courses counting for the certificate and many require students to demonstrate competence in a language other than English. Each institution determines the method by which competence will be measured. (See pages 432–451 for individual Five College Certificate offerings).

Advising

Premajor and Major Advisers

Each student has a faculty adviser who helps her select and register for courses that will satisfy the broad expectations of the college and will further her personal goals and aspirations. The dean of the first-year class assigns a premajor faculty adviser to each first-year student. This faculty member will continue to advise her until she chooses a major. The names of major advisers appear after each department's course listings.

Together the adviser and student devise a balanced academic program, making full use of the courses and programs available. The adviser approves all registra-

tion decisions, including changes made to the course program after the beginning of a semester. An adviser can help a student find academic and personal resources and can help her select and pursue various optional programs. It is the joint responsibility of both student and adviser to plan a course program that will lead to successful completion of all degree requirements.

In addition to aiding in the selection of courses, major advisers often counsel students about preparation for graduate schools or careers. The more clearly a student can articulate her own vision and goals, the more productive will be her relationship with her adviser.

Minor Advisers

A student electing a minor will have the guidance of a faculty adviser who represents the discipline, in addition to the help of her major adviser. She normally must consult with her minor adviser at the time she initially elects the minor, and again when she needs to certify that the minor has been completed.

Engineering Advising

Students who are interested in engineering should consult the faculty listed on page 207.

Prebusiness Advising

Students who are interested in pursuing a graduate program in business should consult with the Career Development Office, which provides information and advice about all career fields and graduate training. Juniors and seniors who wish further advice on admissions criteria may consult a member of the Prebusiness Advisory Group. Please contact the Career Development Office for the names of faculty and staff members who are members of this group.

Premedical and Prehealth Professions Advising

Students who wish to prepare for careers in the health professions have special advising needs. They may major in any subject, provided their program includes courses that will satisfy the minimum entrance requirements for health professions schools.

Students interested in a premedical or other health-related program should consult page 132 for important information.

Prelaw Advising

Law schools accept students from any major; there is no prelaw curriculum. Students interested in pursuing a law degree are encouraged to pick up or print off a copy of the Career Development Office (CDO) handout on "Law School," and bring their questions to the prelaw adviser (Daryl Gehman, in the CDO).

Academic Honor System

In 1944, the students of Smith College voted to establish the Academic Honor System in the belief that each member of the Smith community has an obligation to uphold the academic standards of the college. The basic premise on which the code is based is that the learning process is a product of individual effort and commitment accompanied by moral and intellectual integrity. The Academic Honor Code is the institutional expression of these beliefs. The code requires that each individual be honest and respect and respond to the demands of living responsibly in an academic community.

Special Programs

Accelerated Course Program

With permission of the administrative board, students having a cumulative average of at least B (3.0) may complete the requirements for the degree in six or seven semesters. Four semesters, including two of these in the junior or senior year, must be completed in residence at Smith College in Northampton. A student who intends to study away from campus during the junior year should file her acceleration proposal by the end of the first year.

A maximum of 32 credits can be accumulated toward the degree through a combination of Advanced Placement (or similar), pre-matriculation, Interterm and summer school credits. Students whose acceleration plans include courses to be taken during Interterm should be aware of the fact that these courses are limited both in number and in enrollment and cannot be guaranteed as part of the acceleration plan. Requests for permission to accelerate should be filed with the student's class dean at least two full semesters before the proposed date of graduation.

The Ada Comstock Scholars Program

The Ada Comstock Scholars Program at Smith combines the rigorous academic challenges of the undergraduate program with flexibility for women beyond traditional college age.

Many women choose to work or raise a family rather than complete an education, but later wish to return to earn a degree. Established in 1975, the Ada Comstock Scholars Program allows nontraditional students to complete a bachelor's degree either part-time or full-time. Each Ada Comstock student attends the same classes and fulfills the same requirements as do all other Smith students. The program provides academic advising, orientation programs, peer advising, a center for the exclusive use of participants in the program and some housing. Career counseling and academic assistance are provided through specialized offices available on campus. Financial aid is available to all admitted students based on demonstrated need.

Reasons for becoming an Ada Comstock Scholar differ as widely as each woman's history, age, marital status, parenting circumstances and socioeconomic level. Each Ada Comstock Scholar has a high level of ability, strong motivation and at least a year of transferable liberal arts credit. This widely disparate group of women contributes vigor, diversity of perspective, intellectual ability and enthusiasm to all aspects of Smith life. Their achievements confirm the academic standard of the college.

A student admitted as a traditional first-year or transfer student normally will not be permitted to change her class status to Ada Comstock Scholar. A candidate's status as an Ada Comstock Scholar must be designated at the time of application.

For information about application procedures, see pages 44–45. Information about expenses and how to apply for financial aid can be found on pages 36 and 38. For more information about the Ada Comstock Scholars Program, contact the Office of Admission at (413) 585-2523; e-mail, admission@smith.edu; or fax (413) 585-2527.

Community Auditing: Nonmatriculated Students

Members of the local community who have earned a high school diploma are eligible to audit a lecture course at Smith on a space-available basis with the

permission of the instructor and the registrar. Forms for the faculty member's signature and more information about auditing are available at the Office of the Registrar. A fee is charged and is determined by the type of course. Normally studio art courses are not open to non-matriculated students. Auditors are invited to attend classes, but they do not participate in other aspects of college life. Records of audits are not maintained.

Five College Interchange

A student in good standing may take a course without additional cost at Amherst, Hampshire and Mount Holyoke colleges or the University of Massachusetts, if the course is appropriate to the educational plan of the student and approved by Smith College. A first-semester first-year student must obtain the permission of the class dean before enrolling in a Five College course. A list of Five College courses approved for Smith College degree credit is available at the registrar's office. Requests for approval of courses not on the list may be submitted to the registrar's office. However, Smith College does not accept all Five College courses for credit toward the Smith degree.

Departmental Honors Program

The Departmental Honors Program is for qualified students who want to study a particular topic or undertake research that results in a significant thesis or project within their major department or program during the senior year. Interested students should consult the director of honors in the major department or program about application criteria, procedures and deadlines. Students must have permission of the major department or program to enter the Departmental Honors Program. Information regarding the Departmental Honors Program may also be obtained from the dean of the senior class.

Independent Study Projects/ Internships

Independent study projects may be proposed by juniors and seniors who wish to complete a special project of work or study on or off campus. All projects must be approved by the Committee on Academic Priorities and are under the direct supervision of Smith College faculty members. The maximum that may be granted for an off-campus project is eight credits. The maxi-

ment that may be granted for an on-campus project is 16 credits. Any independent study project must be completed within a single semester. The deadline for submission of proposals is November 15 for a second-semester program and April 15 for a first-semester program. Information about the Independent Study Program is available in the office of the class deans. No independent study project may be undertaken during the summer or January.

All internships for credit must be approved in advance by the Committee on Academic Priorities and are under the direct supervision of a member or members of the faculty of Smith College. A maximum of eight credits can be granted for approved internships. Credit is not given for internships undertaken during January. For summer internships, tuition is charged by the credit. The deadline for submission of proposals is November 15 for a second-semester program and April 15 for a summer or first-semester program. Information and applications for internships are available in the class deans' office. A maximum of 16 credits for independent study projects and internships combined is allowed.

Smith Scholars Program

The Smith Scholars Program is designed for highly motivated and talented students who want to spend two to four semesters working on projects of their own devising, freed (in varying degrees) from normal college requirements. A student may apply at any time after the first semester of her sophomore year and must submit a detailed statement of her program, an evaluation of her proposal and her capacity to complete it from those faculty who will advise her and two supporting recommendations from instructors who have taught her in class. The deadlines for submission of proposals for the Smith Scholars Program are November 15 and April 15 of the student's junior year. The proportion of work to be done in normal courses will be decided jointly by the student, her adviser(s) and the Subcommittee on Honors and Independent Programs. Work done in the program may result in a group of related papers, an original piece of work, such as a play, or some combination of these.

A Smith Scholar may or may not complete a regular departmental major. Further details, guidelines and applications are available from the dean of the senior class.

Study Abroad Programs

Smith College offers a wide variety of study abroad opportunities, from Smith's own programs in Western Europe to Smith consorial and other approved programs all over the world. For the Smith Junior Year Abroad (JYA) programs in Florence, Hamburg, Geneva and Paris, a JYA program application must be filed by February 1 in the Office for International Study. For all other study-abroad programs, students must submit a study-abroad credit application by February 15 for fall, full year or spring semester study. Students should contact the Office for International Study for information on deadlines and procedures since some programs allow for a fall application deadline. www.smith.edu/studyabroad.

For all study abroad programs, the Smith College comprehensive fee is charged. The comprehensive fee, covering tuition, room and board when classes are in session, is the same as the comprehensive fee for a year's study in Northampton. Smith pays tuition, room and board on behalf of the student to the study abroad program or the host institution.

Students are responsible for all expenses and all travel during program breaks or vacations. Incidental expenses vary according to individual tastes and plans, and funds for such expenses are not covered by the comprehensive fee.

All students who wish to study abroad must obtain approval from the Office for International Study. Students must be in good standing in academic and student conduct matters with a minimum GPA of 3.0, have a declared major and have no shortage of credit at the time of application to be approved for study abroad. Students should note that a year or semester abroad does not count toward the required two years in residence at Smith College. Any student wishing to spend any part of the senior year abroad must petition the Administrative Board through the class dean.

Students attending programs with yearlong courses (LSE, SOAS) receive credit only if they have taken the final exams and final grades have been issued by the host institution.

In all instances, Smith reserves the right to approve, retract or deny a student's participation on study abroad.

Smith College Study Abroad Programs

The Smith College Study Abroad Programs provide students in a variety of disciplines the opportunity for study in foreign countries. Smith faculty direct the four programs in Europe: France (Paris), Germany (Hamburg), Italy (Florence) and Switzerland (Geneva). During the academic year students board with local families (Paris and Florence) or live in student residence halls (Geneva and Hamburg). During vacations the college assumes no responsibility for participants in the JYA programs, and students are free to travel, although by special arrangements in some programs they may stay in residence if they prefer.

The Paris and Florence programs last a full academic year. Students may study in Hamburg for a year or the spring semester, or in Geneva for a semester or a year. A student studying on a Smith College Junior Year Abroad Program will normally receive 34 credits for the academic year or 16–18 credits for a semester.

To be eligible to apply, students must have a minimum cumulative grade point average of 3.0 (B), a declared major and appropriate language background, depending upon the program requirements. All prospective candidates are urged to seek advice, beginning in their first year, concerning the best sequence of courses in the language of the country in which they wish to study. Students who spend the junior year abroad may apply for admission to the departmental honors program at the beginning of the senior year.

Applications for Smith programs are reviewed by a selection committee. The selection process is competitive. Participants are selected from both Smith College and other colleges. Applications for the fall or year Smith College Junior Year Abroad Programs, including recommendations, are due in the Office for International Study by February 1. Applications for spring semester programs in Hamburg and Geneva are accepted on a rolling admission basis beginning February 1 with a final deadline of October 15.

Normally, students who withdraw from a Study Abroad Program are withdrawn from Smith and may not return to the college the following semester. Please refer to the Institutional Refund Policy for additional information regarding institutional charges and financial aid adjustments.

Florence

The year in Florence begins with three weeks of intensive study in Italian language and culture, history and art history. Students take courses offered especially for Smith by university professors at the Smith Center. During the spring semester, students enroll in one or two courses at the Università di Firenze in the humanities, political science and education. Limited course options are also available in other subjects. The students live in private homes selected by the college. Since classes in Florence are conducted entirely in Italian, students are expected to have an excellent command of the language.

Geneva

The year in Geneva offers unique opportunities for study and an internship in an international organization to students of government, economics, economic history, European history, international relations, comparative literature, French studies, anthropology, psychology, environmental policy, sociology, history of art, and religion. Students are fully matriculated at the Université de Genève and may take courses at its associate institutes including the Institut de Hautes Études, Internationales et du Développement; Institute Européen; and L'École de Traduction et d'Interprétation.

The program begins with a three-week orientation including intensive French language study, Swiss culture and history courses and excursions. The academic year in Geneva begins in mid-September and continues until early June. During the semester, students study in French and/or English, and follow one of three tracks:

- A. Geneva International Internship Semester.
Intern at an international organization 3–4 days per week, study French, take History of International Organizations at the Smith Center, and enroll in one university course. Available fall or spring. Requires 3.0 GPA. Two years of college-level French required for fall. No French requirement for spring.
- B. University Studies in French or English.
Enroll in 4–5 Smith Center and university courses each semester, including French language. Part-time internship optional. Available fall, spring or academic year. Requires 3.0 GPA. Two years of college-level French required for fall or year. One year of college-level French required for spring.
- C. Advanced Program in International Studies and Development.
Enroll in two graduate-level courses at the Graduate Institute of International and Development Studies, and 2–3 university courses each semester. French

language courses also required. Part-time internship optional. Available for academic year only. Requires 3.5 GPA, 1–2 years college-level French.

Hamburg

The academic year in Germany consists of two semesters (winter semester from mid-October to mid-February and summer semester from the beginning of April to mid-July) separated by a four-week vacation during which students are free to travel. The yearlong program begins with a four-week cultural orientation program in Hamburg providing language review, an introduction to current affairs and to the city of Hamburg, and excursions to other places of interest in Germany. During the academic year, the students are fully matriculated at the Universität Hamburg. They attend regular courses offered by the university, special courses arranged by Smith and tutorials to support their university course work. The program is open to students in every major field of study, and a wide variety of courses is available, including art (studio and history), biology, economics, environmental science, history, history of science and technology, literature, mathematics, music history, philosophy, physics, psychology, religion and sociology.

The program offers a one-semester study option in the spring semester for students with one to two years of college German who may select courses in English or German, including German language, a core course on environmental studies taught in English by a University of Hamburg professor, and university courses taught in German and English.

Paris

The program in France begins with a three-week orientation devoted to intensive language study, supplemented by courses, lectures and excursions. In mid-September, each student selects a program of courses suited to her particular major. A wide variety of disciplines can be pursued at the Université de Paris; for example, art history at the Institut d'Art et d'Archéologie; history, literature, philosophy, religion and many other subjects at the Sorbonne (Paris IV); natural sciences at Paris VII; and political science at Institut d'Études Politiques. University courses may be supported with tutorials. Courses and seminars are also arranged exclusively for Smith students and offered at the Smith Center. The students live in private homes selected by the college. Since classes in Paris are conducted in French, students are expected to have an excellent command of the language.

Smith Consortial and Approved Study Abroad Programs

Smith consortial and other approved programs are available in all regions of the world, including Latin America, Asia, the Middle East, Oceania, Africa, the United Kingdom, and Europe. Smith consortial and approved study-abroad programs are selective but generally open to students with a strong academic background, sufficient preparation in the language and culture of the host country and a minimum GPA of 3.0. In order to earn credit for study abroad on these programs, students must apply to the program for admission and also to the Office for International Study for approval to earn study abroad credit.

Faculty at Smith advise students about study abroad course selection, and several academic departments have a special affiliation with specific Smith consortial programs. Consult the Web page of the Office for International Study, www.smith.edu/studyabroad, for the complete list of consortial and approved programs. Programs with a Smith consortial affiliation include the following:

Associated Kyoto Program (AKP)

Smith is one of the 15 institutional sponsors of the yearlong AKP program in Japan. Interested students should consult the faculty in East Asian languages and cultures and East Asian studies.

Programa de Estudios Hispánicos in Cordoba (PRESCHO)

Smith is one of six sponsors of the semester or yearlong program in Cordoba, Spain, and conducts the selection process for Smith applicants. Interested students should consult faculty in the Department of Spanish and Portuguese.

South India Term Abroad (SITA)

Smith is one of nine sponsors of this fall, spring or yearlong program located in the ancient city Madurai, in the state of Tamil Nadu, South India. Interested students should consult the Office for International Study.

Program for Mexican Culture and Society in Puebla (PMCS)

This semester or yearlong residential study program is offered in collaboration with the Benemérita Universidad Autónoma de Puebla (BUAP), one of Mexico's leading public universities. Interested students should consult faculty in the Department of Spanish and Portuguese.

Off-Campus Study Programs in the U.S.

Jean Picker Semester-in-Washington Program

The Department of Government offers the Jean Picker Semester-in-Washington Program during the fall semester to provide juniors and seniors in government or related majors an opportunity to study the process by which public policy is made and implemented at the national level. The program is described in detail on page 290. Students participating in this program are not considered to be in residence at Smith College.

Internship at the Smithsonian Institution

The American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. Under the supervision of outstanding scholars, qualified students may examine some of the finest collections of materials relating to the development of culture in America. The program is described in detail on page 79 and the American Studies Web site.

Twelve College Exchange Program

Smith College participates in an exchange program with the following colleges: Amherst, Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Trinity, Vassar, Wellesley, Wesleyan and Wheaton. The program also includes two one-semester programs: the National Theater Institute in Waterford, Connecticut, sponsored by Connecticut College, and the Williams—Mystic Seaport Program in American Maritime Studies, in Mystic, Connecticut, sponsored by Williams College. The exchange is open to a limited number of students with a minimum 3.0 average and is intended primarily for the junior year. Normally, students participating in the program may not transfer to the host institution at the end of their stay there. Students should be aware that the member colleges may limit or eliminate their participation in the exchange in any particular year due to space constraints.

A limited pool of financial aid is available for students studying in the Twelve College Exchange. International students may apply for the exchange; however, Smith financial aid does not carry to the host institution.

Students accepted into the program are expected to pay the fees set by the host institution and to comply with the financial, social and academic regulations of that institution. The course of study to be followed at the host institution must be approved in advance by the student's major adviser at Smith College. All grades earned through exchange programs are recorded on the Smith transcript but are not included in the Smith GPA and therefore are not included in the calculation of honors.

Application forms are available in the class deans' office and on the class deans' Web site.

Pomona-Smith Exchange

The college participates in a one-to-one student exchange with Pomona College in Claremont, California. Sophomores and juniors in good standing, with a minimum 3.0 (B) average, are eligible to apply. Applications are available in the class deans' office and on the class deans' Web site.

Spelman-Smith Exchange

The college participates in a one-to-one student exchange with Spelman College in Atlanta, Georgia. Sophomores and juniors in good standing, with a minimum 3.0 (B) average, are eligible to apply. Applications are available in the class deans' office and on the class deans' Web site.

Princeton-Smith Engineering Exchange

An exchange program between Princeton University and Smith College permits students from Smith's Picker Engineering Program to study at Princeton and engineering students from Princeton to study at Smith. Both programs share the goal of producing leaders for the 21st century and the belief that successful engineers can identify the needs of society and direct their talents toward meeting them. This program is available to student in the spring semester of their sophomore or junior year.

Prior to applying for admission to the program, a student will discuss the course and research opportunities with her academic adviser. Applications must be submitted to the Director of Engineering by October 20, and the candidates will be notified by November 15. If accepted, the Smith student must submit a leave of absence form to the junior class dean by December 1.

The Campus and Campus Life

Smith's 147-acre campus is a place of physical beauty and interesting people, ideas and events. Students enjoy fine facilities and services in a stimulating environment.

We continually improve our library and museum holdings, which are already among the finest in the country, and upgrade our equipment to give students here every technological advantage.

Smith attracts faculty members and students who are intellectually energetic and highly motivated. Together, we form a community with diverse talents and interests, skills and training, and religious, cultural, political, geographic and socioeconomic backgrounds. Many groups, activities and events arise from our broad range of interests. Members of the Five College community are welcome in classes and at most campus events. Their participation expands even further the perspectives and experiences we represent.

All undergraduate students at Smith are part of the Student Government Association, which supports approximately 130 student organizations and their projects and programs. These organizations enrich the lives of their participants and of the general community through a wealth of concerts, presentations, lectures, readings, movies, workshops, symposia, exhibits and plays that enhance the rhythm of campus life. Academic and administrative departments and committees, resource centers, individual faculty members and alumnae also contribute to the already full schedule.

The pace and style of campus life vary greatly, as each woman creates the academic and social lifestyle best suited to her taste. Daily campus life includes periods both of great activity and movement and of quiet and intense concentration. There is time for hard work, for listening and speaking, for learning and teaching and for friends, fun and relaxation. The extracurricular social, athletic and cultural events on campus, in Northampton, and in the Five College area keep this an exciting center of activity. Each student learns through the overwhelming choices open to her how to develop and sustain a pace of life that is balanced and fulfilling.

Facilities

Much of the daily campus activity at Smith occurs in the following centers.

Smith College Libraries

With a collection of more than 1.6 million books, periodicals, microforms, maps, scores, recordings, rare books, archives, manuscripts and computer databases, the Smith College Libraries rival many university libraries. We are committed to providing undergraduates with firsthand research opportunities not only through our extensive resources but also through specialized services. We maintain open stacks, provide individual research assistance, collaborate with faculty in teaching classes on research tools and techniques and borrow materials from other libraries worldwide through our interlibrary loan service. The libraries' Web site (www.smith.edu/libraries) links students to the Five College Library catalog, with the holdings of Smith, Amherst, Mount Holyoke and Hampshire colleges and the University of Massachusetts at Amherst, to general and subject databases, to eBooks and eJournals and to research tools and help.

The William Allan Neilson Library, named after Smith's third president, serves as the main social sciences and humanities library and includes the library administrative offices. On the third floor, the Mortimer Rare Book Room showcases nearly 40,000 printed books in all subjects from the 15th through 20th centuries plus the Virginia Woolf and Sylvia Plath manuscript collections. The Rare Book Room is open to all undergraduates for browsing and in-depth study of these specialized materials.

The Alumnae Gymnasium, connected to Neilson Library, houses the internationally renowned Sophia Smith Collection, the oldest national repository for primary sources in women's history; and the College Archives, which documents the history of Smith. The archivists work closely with students and faculty through course work and the Archives Concentration.

Strong branch libraries help set Smith apart from other undergraduate colleges by providing specialized

resources and services in specific subject areas. The three branches, described in sections below, are the Hillyer Art Library in the Brown Fine Arts Center, the Young Science Library in Bass Hall (Clark Science Center) and the Werner Josten Library for the Performing Arts in the Mendenhall Center.

Neilson Library hours (Academic Year)

Monday–Thursday	7:30 a.m.–1 a.m.
Friday	7:30 a.m.–9 p.m.
Saturday	10 a.m.–9 p.m.
Sunday	10 a.m.–1 a.m.

Hours vary during reading and exam periods, intersession, summer, vacations and holidays.

Clark Science Center

The Clark Science Center is composed of five interconnected buildings housing eight academic departments (astronomy, biological sciences, chemistry, computer science, geology, mathematics, physics and psychology) and four programs (biochemistry, engineering, environmental science and policy, and neuroscience), with approximately 90 faculty and 30 staff.

The center includes Ford, Burton, Sabin-Reed, McConnell and Bass Halls and the Young Science Library. These facilities meet the most exacting specifications for cutting-edge research and experimentation, as well as “hands-on” experiential learning. Science center facilities include traditional and computer classrooms, research labs, interdisciplinary research centers, seminar rooms, case-study rooms and faculty offices. Teaching laboratories customarily enroll between 12 and 20 students and are faculty taught. A wide variety of summer research opportunities are available to students, both on and off campus.

The educational mission of the Clark Science Center's departments and programs is supported by an administrative office, stockroom, Center for Design and Fabrication, environmental health and safety services, science diversity programming and an animal-care facility. The Young Science Library, a state-of-the-art science library and one of the largest science libraries at a liberal arts college in the United States, houses more than 163,000 volumes, 22,500 microforms, 700 periodical subscriptions, and 154,000 maps, and provides a wide array of electronic resources including access to the Internet.

Adjacent to the Clark Science Center are the Botanic Gardens and Lyman Plant House, with greenhouses

illustrating a variety of climates. The campus grounds are an arboretum, with plants and trees labeled for easy identification.

Young Science Library hours (Academic Year)

Monday–Thursday	7:45 a.m.–midnight
Friday	7:45 a.m.–11 p.m.
Saturday	10 a.m.–11 p.m.
Sunday	10 a.m.–midnight

Hours vary during reading and exam periods, intersession, summer, vacations and holidays.

Brown Fine Arts Center

The three portions of the Fine Arts Center serve different functions. Hillyer Hall, which houses the art department, is a center for the creative endeavors of students and faculty. Its studios for students of drawing, painting, design, sculpture, print-making and photography are supplemented by darkroom facilities, faculty offices and classrooms.

Hillyer Art Library houses collections of more than 119,000 volumes, 38,000 microforms, 200 current periodicals, and a broad range of bibliographic databases and full-text electronic resources. The art library facilities provide a variety of spaces for individual and group study with power and data connectivity available at all seats.

Tryon Hall is home to the Smith College Museum of Art, known as one of the nation's outstanding museums affiliated with a college or university. Its collection, numbering approximately 24,000 objects, represents works dating from the 25th century B.C.E. to the present.

Art library hours

Monday–Thursday	9 a.m.–11 p.m.
Friday	9 a.m.–9 p.m.
Saturday	10 a.m.–9 p.m.
Sunday	noon–midnight

Hours vary during reading and exam periods, intersession, summer, vacations and holidays.

Museum hours

Tuesday–Saturday	10 a.m.–4 p.m.
Sunday	noon–4 p.m.
Second Fridays	10 a.m.–8 p.m. (4–8 p.m. free to all)

Closed Mondays and most major holidays

Mendenhall Center for the Performing Arts

Named for Thomas Mendenhall, president of the college from 1959 to 1975, the Center for the Performing Arts celebrates music, theatre and dance. Three sides of the quadrangle were completed in 1968, joining Sage Hall to complete the college's commitment to modern and comprehensive facilities for the performing arts. Berenson Studio for dancers accommodates both individual and class instruction in two mirrored studios. The theatre building has extensive rehearsal space, shops and lounges that support productions in Theatre 14, which holds an audience of 458; the versatile Hallie Flanagan Studio Theatre, with its movable seats for 200; and the T.V. studio, which has flexible seating for 80. The Werner Josten Library welcomes students, making available more than 106,000 books and scores, 3,000 video recordings and 60,000 recordings to enjoy in comfortable reading rooms and in listening rooms for individuals and groups. Sage Hall allows students to practice their music at one end and perform it in Sweetney Concert Hall, the gracious 650-seat auditorium at the other. In between are faculty offices and classrooms. The Mendenhall Center for the Performing Arts is crowned by a tower with a peal of eight bells hung for change ringing.

Werner Josten Library hours

Sunday	1–10 p.m.
Monday–Thursday	10 a.m.–10 p.m.
Friday	10 a.m.–5 p.m.

Hours vary during reading and exam periods, intersession, vacations and holidays. It will be closed during the summer.

Poetry Center

Located on the first floor of Wright Hall, the Poetry Center is a bright, serene reading room, with a library that includes signed copies of books by all the poets who have visited Smith since 1997. It also features a rotating display, often including poetry materials borrowed from the Mortimer Rare Book Room. The current display features poetry books by alumnae. While the room mainly provides a space in which to read, write and meditate, it can also be reserved for appropriate events by Smith faculty, academic departments and administrative offices.

Reading room hours

Monday–Friday	8:30 a.m.–4:30 p.m.
except when booked for events	

Wright Hall

Wright Hall supports a variety of activities. The 400-seat Leo Weinstein Auditorium, seminar rooms, the Poetry Center and faculty offices draw students for formal classroom study, for lectures and special presentations, for informal discussions and for research. Wright Hall is also home to the college's interdisciplinary centers for engagement, learning and leadership. The Center for Community Collaboration; the Center for the Environment, Ecological Design & Sustainability; and the Global Studies Center offer the opportunity to respond to emerging student and scholarly interests, to provide contexts for internships and independent projects and to address real-world challenges.

Information Technology Services

Information Technology Services' academic facilities span the campus, with computing labs in several buildings and a campuswide fiber-optic network allowing internet access from all buildings and residential houses. The Technology Learning Commons, a staffed computer center is located on the lower level of Seelye Hall; the Center for Media Production, dedicated to video production and video conferencing, can be found in the Alumnae Gymnasium; and 24-hour computer labs are available in Washburn and King Houses. Resources, which are continually renewed, include more than 500 Macintosh, Windows and Unix computers accessible to students for word processing, graphics, numerical and statistical analysis, computer programming, electronic mail and other applications. Moodle, the college's learning management system, provides students access to materials and resources for class assignments. There are no fees for the use of computers in the resource centers, but there is a small fee for printing. Smith students may need to be enrolled in a course to have access to some specialized computer facilities. Over 95 percent of students living in residential houses choose to bring a personal computer to campus and connect to the campus network and the internet from their rooms. The Smith College Computer Store provides discounts to students who wish to purchase a computer, accessories and/or supplies. Information Technology Services recently upgraded the campus wireless network to provide ubiqui-

tous coverage to all academic buildings and residential houses on campus, including access via wireless devices such as iPhones and iPads.

Office of Disability Services

Smith College is committed both philosophically and legally to assuring equal access to all college programs and services. The college pursues the goal of equal access through proactive institutional planning and barrier removal, as well as through the provision of reasonable and appropriate accommodations to students, staff and faculty with documented disabilities. The Office of Disability Services coordinates accommodations and facilitates the provision of services to students with documented disabilities. A student may voluntarily register with the Office of Disability Services by completing the disability identification form and providing documentation of her disabilities, after which proper accommodations will be determined and implemented by the college.

Jacobson Center for Writing, Teaching and Learning

The Jacobson Center, located in Seelye 307, offers a variety of services and programs to help students develop skills in writing, public speaking and effective learning. Professional writing counselors are available to review student drafts, point out strengths and weaknesses, and offer suggestions for improvement. Similar help is provided by student writing tutors in the evenings and on weekends.

Academic coaching and workshops on time management and study skills are available to reinforce learning strategies. The tutorial program provides help by matching students with peer tutors in the languages and all other non-quantitative subjects. In addition, the center sponsors the Working Writers series on popular nonfiction, interterm courses on popular nonfiction, and interterm workshops on good writing. These services are free and well utilized by Smith students, ranging from the first-year student in an introductory course to the senior completing an honors thesis.

Lastly, for faculty, the center offers pedagogical resources and workshops on the teaching of writing as well as the opportunity to receive confidential mid-semester feedback from students while courses are still in progress via our Mid-Semester Assessment (MSA)

program. Full information on the Jacobson Center is available at www.smith.edu/jacobsoncenter.

Spinelli Center for Quantitative Learning

The Spinelli Center for Quantitative Learning, located on Level 2 of Neilson Library, offers tutoring, provides space to study, and has computers with software for both the natural sciences and for statistics in the social sciences (SPSS).

Students can find support for working with quantitative material through both appointments and drop-in tutoring. For students who need individual help with mathematical material, the Quantitative Skills Counselor is available for appointments. Students employed as master tutors for chemistry, economics and physics are located in the Spinelli Center, and master tutors in engineering are administrated by the Spinelli Center. The social sciences tutors can help with statistics for social sciences, with using Excel or with SPSS. The Statistics Counselor is available to support most of the statistics courses on campus, including all of the introductory statistics courses. The Spinelli Center also runs a series of review sessions each semester.

The Spinelli Center has large tables where individuals or small groups can study, four whiteboards and a SMART© board, and six computers that dualboot both Mac and Windows operating systems in a bright, welcoming space. For more information, see www.smith.edu/qlc.

The Louise W. and Edmund J. Kahn Liberal Arts Institute

The Kahn Liberal Arts Institute is an innovative center for collaborative and multi-disciplinary research at Smith College. Located on the third floor of the Neilson Library, the institute enhances intellectual life on the campus by bringing together students, faculty and distinguished visiting scholars to work on yearlong, multidisciplinary projects of broad scope. Each of these collaborative projects spawns a broad range of intellectual and artistic events that are open to the entire Smith College community, while providing the space and the resources for organized research colloquia for designated groups of faculty and student fellows. In these intensive weekly meetings, Kahn fellows discuss and debate the issues and problems arising out of their com-

mon research interests, generating a level of intellectual exchange that exemplifies the best of what a liberal arts education can offer. For more information, visit the Kahn Institute Web site at www.smith.edu/kahninstitute.

Athletic Facility Complex

Just as Alumnae Gymnasium was the “state of the art” gymnasium back in 1892 when women’s basketball was first introduced, today’s four-building athletic complex is equally impressive. Scott Gymnasium is home to a dance studio, gymnasium, training room and the Human Performance Laboratory. Ainsworth Gymnasium provides a swimming pool with one- and three-meter diving boards, five international-sized squash courts, a fitness studio with a 24-foot-high climbing wall and an intercollegiate gymnasium. The indoor track and tennis building, the site of three national NCAA track meets, includes four tennis courts and a 200-meter track resurfaced in February 2004.

The 6,500-plus square foot Olin Fitness Center features 40 pieces of aerobic machines, each with individual TV screens as well as 50-plus weight-lifting stations. The facilities of the sports complex are augmented by 30 acres of athletic fields. Field hockey and lacrosse teams play on a new artificial turf field with soccer, rugby and softball fields encircled by a 3/4-mile cinder jogging track. For the serious runner, there is a 400-meter all-weather track, and for those who enjoy the peaceful solitude of a run through the woods, there is a 5,000-meter cross-country course. Equestrians can enjoy the indoor riding ring while the avid tennis competitor will find the 11 lighted outdoor courts a pleasure. The boathouse on Paradise Pond is home to the Smith Outdoors Program and is open for novice rowers or canoe paddlers.

Ainsworth/Scott Gymnasium, Olin Fitness Center, and Indoor Track and Tennis Facility

Monday–Thursday	6 a.m.–9 p.m.
Friday	6 a.m.–7 p.m.
Saturday–Sunday	9 a.m.–5 p.m.

Campus Center

The Campus Center is the center of community at the college, providing services, programs and conveniences for all members of the Smith College community. The center provides space for The Office of Student Engagement; the Student Government Association; informal

socializing, reading and relaxing, and is a lively and dynamic atmosphere for activities and entertainment. Informal and formal meetings spaces, recreation and dining spaces, lounges, work space for student organizations, the college bookstore, student mailboxes and a café are all housed in the center.

Campus Center Hours

Monday–Thursday	7 a.m.–midnight
Friday	7 a.m.–2 a.m.
Saturday	9 a.m.–2 a.m.
Sunday	9 a.m.–midnight

Student Residence Houses

Smith is a residential college, and students are expected to reside on campus during their academic studies at Smith. Students live in 36 residence buildings with capacities of 12 to 100 students. The houses range in architectural style from contemporary to Gothic to classic revival. Each house has a comfortable living room, a study or library, and laundry facilities. Students at all levels, from first-years to seniors, live together in each house, advising, supporting and sharing interests with one another. Smith provides many dining options and plenty of variety, including vegetarian and vegan meals. The 15 dining rooms offer different menus, themes and types of food, and no matter which house a student lives in, they may choose to eat wherever they wish. A variety of specialty living options are also available for students: apartments for Ada Comstock Scholars, two small cooperative houses and an apartment complex for a limited number of juniors and seniors offer additional alternative living arrangements to students.

Intercollegiate Athletics, Recreation and Club Sports

A three-tier system of intercollegiate athletics, recreational activities and club sports provides satisfying and successful experiences that will develop in the Smith student a desire to participate in activity regularly throughout life. Our broad-based athletic program invites students to participate on one of 13 intercollegiate teams. Recreational activities provide fitness opportunities as well as special events, while our club sports introduce training in several sports. Visit www.smith.edu/athletics/facilities for a current listing of activities and opportunities.

Smith Outdoors

Smith Outdoors is the outdoor adventure program offered through Smith's athletics department. Based out of the Paradise Pond boathouse, Smith Outdoors offers a variety of clinics, presentations and off-campus trips throughout the year. The focus is on providing an outdoor setting for recreation, socialization, self-empowerment and education. Activities vary from foliage hikes and ice-skating to more adventurous trips like rock climbing, backpacking and whitewater rafting. Also included are open hours for recreational paddling on Paradise Pond and rock climbing at the indoor climbing wall located in Ainsworth Gym. For more information, send e-mail to smithoutdoors@smith.edu or visit the Web site at www.smith.edu/athletics/club-sports/smithoutdoors.html.

Career Development

The Career Development Office provides assistance to students to prepare them for changing career environments and climates. We work with Smith women to help them develop the skills, knowledge, and global and personal foresights they will need to navigate their professional careers, even when economic and personal circumstances change.

Our professional staff offers advising, both individually and in groups, and our services are available throughout the academic year and summer months. We hold seminars, workshops and industry discussions that cover internships, career field exploration, résumé writing, effective interviewing and job search strategies, networking, applying to graduate and professional schools, and summer jobs. We help students assess their individual interests, strengths and weaknesses; establish priorities and make decisions; and present themselves and their backgrounds effectively. Our extensive career resource library and Web site support students in their research and exploration.

Praxis Summer Internship Funding Program

"Praxis: The Liberal Arts at Work," administered through the Career Development Office, funds students to work at substantive, unpaid summer internships related to their academic and/or career interests. By offering financial support, the college acknowledges the importance of internships in helping students explore careers, observe the practical applications of their academic studies, and gain work experience that

enhances their marketability to employers and graduate schools. Since the majority (about 70 percent) of internships are unpaid, Praxis stipends are intended to make it financially possible for students to work at substantive summer internships. Praxis funding is a one-time opportunity. A student may use a Praxis stipend for an approved internship in the summer following her sophomore or junior year. CDO staff and resources offer guidance and assistance to students in locating opportunities that meet their individual interests. Proposed internships are reviewed by a member of the faculty and by CDO staff. Each year approximately 400 students work at summer internships funded through Praxis.

Health Services

www.smith.edu/health

Health Services provides medical and psychological services for all Smith students. Through outpatient services located in the Elizabeth Mason Infirmary, students see physicians, nurse practitioners and nurses for medical problems and questions, just as they would see their own providers at home. For psychological issues, students see social workers, clinical nurse specialists and graduate social work interns. A psychiatrist is also available. Health education is provided on relevant topics.

Health Service

The same standards of confidentiality apply to the doctor-patient relationship at Smith as to all other medical practitioners. We offer a full range of outpatient services to our patient population, including gynecological exams and testing; nutrition counseling; routine physicals for summer employment and graduate school; immunizations for travel, flu and allergies; and on-site laboratory services.

In case of unusual or serious illness, specialists in the Northampton and Springfield areas are available for consultation in addition to service provided at a nearby hospital.

Counseling Service

The Counseling Service provides consultation, individual and group psychotherapy and psychiatric evaluation and medication. These services are strictly confidential. The Counseling Service is available to all students, free of charge. It is staffed by licensed mental health professionals and supervised graduate interns.

College Health Insurance

The college offers its own insurance policy, underwritten by an insurance company, that covers a student in the special circumstances of a residential college. It extends coverage for in- and outpatient services not covered by many other insurance plans. However, this policy does have some distinct limitations. Therefore, we strongly urge that students having a pre-existing or recurring medical or psychiatric condition continue their precollege health insurance. Failure to waive the plan will result in automatic enrollment in the college health plan.

We maintain certain regulations in the interest of community health as outlined in the college handbook and expect all students to comply. Before arriving at the college, each student must complete her Health Pre-Admission Information Form and send it to the Health Services. It is important to note that Massachusetts law now mandates that students must get the required immunizations before registration. Students accepted for a Junior Year Abroad Program or who plan to participate in intercollegiate sports or certain exercise and sport programs may be required to have a physical exam by a college practitioner first.

Religious Expression

The college encourages student spiritual development and many expressions of religious faith on campus. The dean of religious life is responsible for overseeing the program, advising student religious organizations and promoting a spirit of mutual understanding, respect, and interfaith collaboration. Students gather to eat, pray, conduct religious rituals, meditate, discuss important issues and engage in voluntary community service. The college has relationships with local religious leaders who serve as advisers to student religious organizations and often provide opportunities for students to engage with the larger Northampton community. A multi-faith council of student leaders meets monthly to discuss the spiritual needs of students, plan joint activities, and foster a campus climate of mutual respect. Information about events can be found at www.smith.edu/religious-life.

The Helen Hills Chapel is home to a robust arts program as well. The Office of Religious and Spiritual Life sponsors concerts, lectures, films, and exhibits by student and faculty musicians, and visiting artists. The college organist directs Handbell Choir rehearsals in the

chapel and uses the Aolian-Skinner organ for teaching and performances.

The college recognizes that meals can be an important aspect of religious observance. Therefore, kosher and halal meals are available to students in the Cutter-Ziskind dining room during the week. In addition, students prepare and host a kosher Shabbat meal and community gathering each Friday evening. Religious holidays such as Easter, Ramadan, Passover, and Diwali are often marked with campus-wide celebrations as well.

College policy states that any student who is unable because of religious observance to attend classes, participate in an examination, study, or work on a particular day will be excused from such activities without prejudice and will be given an opportunity to make them up, provided such make up work does not create an unreasonable burden on the college. No fees will be charged for rescheduling an examination. It is each student's responsibility to request an excused absence from a faculty member well in advance of a religious holiday.

The Student Body

Summary of Enrollment, 2010–11

Undergraduate Students

	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Ada Comstock Scholars	Totals
Northampton area*	663	468	665	638	76	2,510
Not in residence	25	192	12	0	2	231

Five College course enrollments at Smith:

First semester	665
Second semester	709

Graduate Students

	Full-time degree candidates	Part-time degree candidates	Special students
In residence	75	19	3

Smith students studying in off-campus programs

	Florence	Geneva	Hamburg	Paris
Smith students	11	15	6	17
guest students	0	7	0	1

* Guest students are included in the above counts.

In accordance with the Student Right-To-Know and Campus Security Act, the graduation rate for students who entered Smith College as first-year students in September 2004 was 84 percent by May 2010. (The period covered is equal to 150 percent of the normal time for graduation.)

Geographical Distribution of Students by Residence, 2010–11

United States					
Alabama	4	Vermont	65	People's Republic of China	85
Alaska	3	Virgin Islands	2	Philippines	2
Arizona	22	Virginia	43	Republic of Korea (South)	50
Arkansas	3	Washington	61	Republic of Singapore	5
California	218	West Virginia	8	Romania	2
Colorado	18	Wisconsin	20	Russia	1
Connecticut	151	Wyoming	1	Serbia	1
Delaware	4			South Africa	2
District of Columbia	6	Foreign Countries		Spain	3
Florida	57	Austria	2	Sri Lanka	3
Georgia	16	Bangladesh	8	Switzerland	3
Guam	1	Belgium	1	Taiwan	4
Hawaii	4	Bolivia	1	Thailand	1
Idaho	2	Botswana	1	The Bahamas	2
Illinois	45	Bulgaria	2	Uganda	1
Indiana	9	Canada	11	United Arab Emirates	1
Iowa	6	Costa Rica	1	United Kingdom	6
Kansas	6	Croatia	1	United Republic of Tanzania	1
Kentucky	9	Denmark	1	Uruguay	1
Louisiana	6	El Salvador	1	Vietnam	6
Maine	77	England	3	Zimbabwe	3
Maryland	70	Ethiopia	1		
Massachusetts*	569	France	10		
Michigan	17	Georgia	2		
Minnesota	35	Germany	6		
Mississippi	2	Ghana	4		
Missouri	10	Greece	2		
Montana	1	Honduras	2		
Nebraska	6	India	14		
Nevada	7	Iraq	1		
New Hampshire	63	Italy	2		
New Jersey	122	Japan	5		
New Mexico	10	Jordan	2		
New York	333	Kenya	4		
North Carolina	25	Kyrgyzstan	1		
North Dakota	1	Lebanon	1		
Ohio	38	Macedonia	1		
Oklahoma	5	Malaysia	2		
Oregon	32	Mauritius	2		
Pennsylvania	71	Moldova	2		
Rhode Island	25	Morocco	1		
South Carolina	4	Myanmar	3		
South Dakota	1	Nepal	3		
Tennessee	9	New Zealand	1		
Texas	51	Nigeria	2		
Utah	5	Pakistan	11		
		Paraguay	1		

* This includes Ada Comstock Scholars and graduate students who move to Northampton for the purpose of their education.

Majors

	Class of 2011 (Seniors)	Class of 2011 (Honors)	Class of 2012	Ada Comstock Scholars	Totals
Government	69	5	68	1	133
Psychology	62	8	57	4	131
Economics	60	3	56		111
Art: History	25	3	19	2	49
Art: Studio	21	1	21	1	44
Art: Architecture & Urbanism	11	0	8	0	19
English Language & Literature	41	8	40	4	93
Biological Sciences	28	10	36	1	75
History	29	8	24	1	62
Sociology	29	3	27	2	61
American Studies	24	5	27	4	60
Neuroscience	28	5	22	1	56
Spanish	21	0	20		41
Portuguese-Brazilian Studies	4	0	6		10
Engineering Science	10	4	20		34
Engineering Arts	3	1	3		7
Study of Women and Gender	20	2	18	1	41
Anthropology	14	2	21		37
Mathematics & Statistics	23	0	13		36
Chemistry	9	7	15		31
Education & Child Study	13	1	13	3	30
Biochemistry	11	4	12		27
Philosophy	11	1	13		25
French Studies	13	1	10		24
Geology	6	5	2		13
Geosciences	1	0	9	1	11
Computer Science	8	4	11		23
Comparative Literature	10	1	12		23
Theatre	8	0	13	2	23
Italian Studies	11	0	4		15
Italian Language & Literature	1	3	3		7
East Asian Languages & Cultures	7	0	15		22
Religion	11	0	10		21
German Studies	10	0	7		17
East Asian Studies	11	0	4	1	16
Dance	9	0	7		16
Music	4	0	11		15
Environmental Science & Policy	5	0	7	3	15
Film Studies	6	0	8		14
Classical Studies	4	0	3		7
Classics	3	0	2		5
Medieval Studies	5	0	5	1	11
Physics	3	1	7		11
Latin American Studies	2	1	7		10
Afro-American Studies	5	0	3	2	10
Jewish Studies	6	0	2		8
Russian Civilization	3	0	2		5
Russian Literature	2	0			2
Liberal Studies	2	0	1	1	4
Linguistics	1	0	3		4
Astronomy	1	0	2		3
Middle Eastern Studies	2	0	1		3
Asian American Studies	0	1			1
Environ Biology & Sust Devel	0	1			1
Health Behavior		0		1	1
Logic		0	1		1
Visual Sociology	1	0			1
Linguistics & Arabic	1	0			1

Recognition for Academic Achievement

Academic Achievements

Each year approximately 25 percent of the graduating class is awarded the bachelor of arts degree with Latin Honors and/or departmental honors.

Latin Honors

Latin Honors are awarded to eligible graduating seniors on the basis of the cumulative grade point average for a minimum of 48 graded credits earned during the sophomore, junior and senior years. Only grades from Smith College courses and courses taken on the Five College Interchange are counted; Smith Junior Year Abroad grades are considered Smith grades. No grades from exchange programs in this country or abroad are counted. Pluses and minuses are taken into account; grades of P/F (Pass or Fail) or S/U (Satisfactory or Unsatisfactory) do not enter into the calculations.

If a student spends one of her sophomore through senior years away from Smith (with the exception of the Smith Junior Year Abroad Program), the grades from the remaining two years will be used. Grades from the first year are never counted. The minimum grade point average for Latin Honors varies each year depending on the overall grade distribution in the senior class and is not published. The degree may be awarded *cum laude*, *magna cum laude* or *summa cum laude* on the basis of meeting eligibility requirements and of a very high level of academic achievement.

Students who wish to become eligible for Latin Honors at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge listed on page 7 (applies to those students who began at Smith in September 1994 or later *and* who graduated in 1998 or later). Course listings in this catalogue indicate in curly brackets which area(s) of knowledge a given course covers (see p. 66 for a listing of the designations used for the major fields of knowledge).

Please note that *one year* of an introductory language course or one course at a higher level satis-

fies the foreign language Latin Honors requirement. Students who are non-native speakers of English may, with the permission of a class dean, offer any two courses in the English department at the 100 level (or one course at a higher level in the English department, the comparative literature program or in classics in translation) to satisfy the "foreign language" part of the Latin Honors requirement. The class dean will notify the registrar that such an arrangement has been approved. Any appeals should be sent to the dean of the faculty. Nonnative speakers of English are considered to be those who indicated on their advising form that English was not their first language, have had several years of education in a school where the language of instruction was other than English, and can read, write and speak this language. Eligibility for Latin Honors may be affected by the decisions of the Honor Board.

Departmental Honors

A departmental honors program allows a student with a strong academic background to do independent and original work in her major. The program provides recognition for students who do work of high quality in the preparation of a thesis and in courses and seminars. See page 12. Departmental honors students must also fulfill *all college and departmental requirements*.

Successful completion of work in the honors program (an honors thesis and at least one honors examination) leads to the awarding of the bachelor of arts degree with the added notation "Honors," "High Honors" or "Highest Honors" in the student's major subject.

First Group Scholars

Students whose records for the previous year include at least 28 credits graded A— or better and who have no grades below B— are named First Group Scholars. Those named generally represent the top 10 percent of the class.

The Dean's List

The Dean's List is made up of students whose total records for the previous academic year average 3.333 or above, and who complete at least 24 credits for full-time students or 16 credits for part-time students. Students must be enrolled at Smith for the full year to be named to the Dean's List.

Society of the Sigma Xi

In 1935 Smith College became the first women's college to be granted a charter for the establishment of a chapter of the Society of the Sigma Xi. Each year the Smith College Chapter elects to membership promising graduate students and seniors who excel in science.

Phi Beta Kappa

Phi Beta Kappa is the oldest and most widely recognized undergraduate honor society in the United States. The Greek initials stand for the society's motto "Love of learning is the guide of life." Since 1776, the mission of the society has been to foster and recognize excellence in the liberal arts and sciences. The Zeta of Massachusetts Chapter of the Phi Beta Kappa Society was established at Smith College in 1905. The rules of eligibility are set by the chapter in accordance with the national society; election is made on the breadth and excellence of overall academic achievement.

To be eligible for election, a student must have satisfied the Latin Honors distribution requirements and completed 58 graded credits of Smith course work, not counting the first year. Junior year abroad programs count for Smith credit only if they are Smith programs. Courses taken in the Five College consortium count as Smith credits. All other courses including those taken S/U may count for distribution requirements, but not as credits in the calculation of the GPA nor as part of the total credit requirement.

Elections are held twice a year. In late fall of their senior year, "junior" Phi Beta Kappa members are elected on the basis of their academic records through the junior year. At the end of the spring semester, more seniors are elected based on their complete academic record. For questions about election criteria, students and faculty are urged to consult with the president or secretary of the chapter. More information about the Phi Beta Kappa Society, its history, publications and activities can be found at www.pbk.org.

Psi Chi

The Smith College Chapter of Psi Chi was established in 1975. Students majoring or minoring in psychology who demonstrate academic excellence in both that field and their overall program of study are inducted into this national honor society. According to the charter, those honored are enjoined to develop programs that enhance student opportunity to explore the field of psychology.

Prizes and Awards

The following prizes are awarded at the Last Chapel Awards Convocation on Ivy Day.

The Anne Bradstreet Prize from the Academy of American Poets for the best poem or group of poems submitted by an undergraduate

An award from the Connecticut Valley Section of the **American Chemical Society** to a student who has done outstanding work in chemistry

The American Chemical Society Analytical Chemistry Award to a junior chemistry major who has excelled in analytical chemistry

The American Chemical Society Award in Inorganic Chemistry to a chemistry major for excellence in inorganic chemistry and to encourage further study in the field

The American Chemical Society/Polymer Education Division Organic Chemistry Award for Achievement in Organic Chemistry to a student majoring in chemistry who has done outstanding work in the organic chemistry sequence

An award from **The American Institute of Chemists/New England Division** to an outstanding chemist or chemical engineer in the graduating class

The Newton Arvin Prize in American Studies for the best long paper in the introductory course on the study of American Society and Culture

The Anita Luria Ascher Memorial Prize to a senior non-major who started German at Smith and has made exceptional progress; to a senior major who started German at Smith, has taken it for four years and made unusual progress; and to a student who knew some German when she arrived at Smith and whose progress in four years has been considerable

The **Elizabeth Babcock Poetry Prize** for the best group of poems

The **Sidney Balman Prize** for outstanding work in the Jewish Studies Program

The **Harriet Dey Barnum Memorial Prize** for outstanding work in music to the best all-around student of music in the senior class

The **Gladys Lampert '28 and Edward Beenstock Prize** for the best honors thesis in American studies or American history

The **Suzan Rose Benedict Prize** to a sophomore for excellence in mathematics

The **Samuel Bowles Prize** for the best paper on an anthropological subject

The **Samuel Bowles Prize** for the best paper in economics

The **Samuel Bowles Prize** for the best paper on a sociological subject

The **Kathleen Bostwick Boyden Prize** awarded to a member of the Service Organizations of Smith who has demonstrated the best initiative in her volunteer contributions to the Smith College community

The **John Everett Brady Prize** for excellence in the translation of Latin at sight; and for the best performance in the beginning Latin course

The **Margaret Wemple Brigham Prize** to a senior for excellence in the study of microbiology or immunology

The **Amey Randall Brown Prize** awarded for the best essay on a botanical subject

The **Vera Lee Brown Prize** for excellence in history to a senior majoring in history in regular course

The **Yvonne Sarah Bernhardt Buerger Prize** to the students who have made the most notable contribution to the dramatic activities of the college

The **David Burres Memorial Law Prize** to a senior or an alumna accepted at law school intending to practice law in the public interest

The **C. Pauline Burt Prize** to a senior majoring in chemistry or biochemistry who has an excellent record and who has shown high potential for further study in science

The **James Gardner Buttrick Prize** for the best essay in the field of religion and biblical literature

The **Marilyn Knapp Campbell Prize** to the student excelling in stage management

The **Michele Cantarella Memorial "Dante Prize"** to a Smith College senior for the best essay in Italian on any aspect of *The Divine Comedy*

The **Carlile Prize** for the best original composition for carillon; and for the best transcription for carillon

The **Esther Carpenter Biology Prize** in general biology to a first-year woman graduate student

The **Julia Harwood Caverno Prize** for the best performance in the beginning Greek course

The **Eleanor Cederstrom Prize** for the best poem by an undergraduate written in traditional verse form

The **Césaire Prize** for excellence in an essay or other project in French by a junior or senior on campus

The **Sidney S. Cohen Prize** for outstanding work in the field of economics

The **Susan Cohen '62 and Paula Deitz '59 Prize** in Landscape Studies for excellence in a thesis, paper or project that examines the science, design or culture of the built environment

The **Ethel Olin Corbin Prize** to an undergraduate for the best original poem or informal essay in English

The **CRC Press Introductory Chemistry Achievement Award** in introductory chemistry

The **Dawes Prize** for the best undergraduate work in political science

The **Alice Hubbard Derby Prize** to a member of the junior or senior class for excellence in the translation of Greek at sight; and to a member of the junior or senior class for excellence in the study of Greek literature in the year in which the award is made

The **George E. Dimock Prize** for the best essay on a classical subject submitted by a Smith College undergraduate

The **Elizabeth Drew Prize** in the Department of English Language and Literature for the best fiction writing; for the best honors thesis; for the best first-year student essay on a literary subject; and for the best classroom essay

The **Hazel L. Edgerly Prize** to a senior honors history student for distinguished work in that subject

The **Constance Kambour Edwards Prize** to the student who has shown the most progress during the year in organ

The **Ruth Forbes Eliot Poetry Prize** for the best poem submitted by a first-year or sophomore

The **Samuel A. Eliot Jr./Julia Heflin Award** for distinguished directing in the theatre

The **Settie Lehman Fatman Prize** for the best composition in music, in large form; and in small form

The **Heidi Fiore Prize** to a senior student of singing

The **Eleanor Flexner Prize** for the best piece of work by a Smith undergraduate using the Sophia Smith Collection or the Smith College Archives

The **Harriet R. Foote Memorial Prize** for outstanding work in botany based on a paper, course work, or other contribution to the plant sciences at Smith

The **Henry Lewis Foote Memorial Prize** for excellence in course work in biblical courses

The **Clara French Prize** to a senior who has advanced furthest in the study of English language and literature

The **Helen Kate Furness Prize** for the best essay on a Shakespearean theme

The **Nancy Boyd Gardner Prize** for an outstanding paper or other project in American studies by a Smithsonian intern or American studies major

The **Ida Deck Haigh Memorial Prize** to a student of piano for distinguished achievement in performance and related musical disciplines

The **Sarah H. Hamilton Memorial Prize** awarded for an essay on music

The **Arthur Ellis Hamm Prize** awarded on the basis of the best first-year record

The **Elizabeth Wanning Harries Prize** to a graduating Ada Comstock Scholar who has shown academic distinction in the study of literature in any language

The **Vernon Harward Prize** awarded annually to the best student scholar of Chaucer

The **James T. and Ellen M. Hatfield Memorial Prize** for the best short story by a senior majoring in English

The **Hause-Scheffer Memorial Prize** for the senior chemistry major with the best record in that subject

The **Hellman Award in Biochemistry** for outstanding achievement in the second semester of biochemistry

The **Nancy Hellman Prize**, established in 2005, to the Smith engineering student who has made extraordinary contributions to the advancement of women in engineering

The **Ettie Chin Hong '36 Prize** to a senior majoring or minoring in East Asian Languages and Literatures who has demonstrated leadership and academic achievement and who intends to pursue a career in education or service to immigrant and needy communities

The **Denis Johnston Playwriting Award** for the best play or musical written by an undergraduate at Amherst, Hampshire, Mount Holyoke, or Smith colleges, or the University of Massachusetts

The **Megan Hart Jones Studio Art Prize** for judged work in drawing, painting, sculpture, photography, graphic arts or architecture

The **Barbara Jordan Award** to an African-American senior or alumna undertaking a career in law or public policy, after the example of Texas Congresswoman Barbara Jordan (1936–1996)

The **Mary Augusta Jordan Prize**, an Alumnae Association Award, to a senior for the most original piece of literary work in prose or verse composed during her undergraduate course

The **Peggy Clark Kelley Award** in theatre for a student demonstrating exceptional achievement in lighting, costume or set design

The **Martha Keilig Prize** for the best still life or landscape in oils on canvas

The **Florence Corliss Lamont Prize**, awarded for work in philosophy

The **Norma M. Leas, Class of 1930, Memorial Prize** to a graduating English major for excellence in written English

The **Phyllis Williams Lehmann Travel Award** to a graduating senior majoring in art, with preference given to students interested in studying art history, especially classical art, at the graduate level

The **Ruth Alpern Leipziger Award** to an outstanding French major participating in the Junior Year Abroad Program in Paris

The **Jill Cummins MacLean Prize** to a drama major for outstanding dramatic achievement with a comic touch in writing, acting or dance

The **Emogene Mahony Memorial Prize** for the best essay on a literary subject written by a first-year student; and the best honors thesis submitted to the Department of English Language and Literature

The **Emogene Mahony Memorial Prize** for proficiency at the organ

The **Jeanne McFarland Prize** for excellent work in the study of women and gender

The **John S. Mekeel Memorial Prize** to a senior for outstanding work in philosophy

The **Bert Mendelson Prize** to a sophomore for excellence in computer science; and to a senior majoring in computer science for excellence in that subject

The **Thomas Corwin Mendenhall Prize** for an essay evolving from any history course, excluding special studies, seminars and honors long papers

The **Samuel Michelman Memorial Prize**, given in his memory by his wife, to a senior from Northampton or Hatfield who has maintained a distinguished academic record and contributed to the life of the college

The **Mineralogical Society of America Undergraduate Award** for excellence in the field of mineralogy

The **Elizabeth Montagu Prize** for the best essay on a literary subject concerning women

The **Juliet Evans Nelson Award** to graduating seniors for their contributions to the Smith community and demonstrated commitment to campus life

The **Newman Association Prize** for outstanding leadership, dedication and service to the Newman Association at Smith College

The **Josephine Ott Prize**, established in 1992 by former students and friends, to a Smith junior in Paris or Geneva for her commitment to the French language and European civilization

The **Adelaide Wilcox Bull Paganelli '30 Prize** awarded by the physics department to honor the contribution of Adelaide Paganelli '30, to a senior majoring in physics with a distinguished academic record

The **Arthur Shattuck Parsons Memorial Prize** to the student with the outstanding paper in sociological theory or its application

The **Adeline Devor Penberthy Memorial Prize**, established in 2002 by the Penberthy family, to an undergraduate engineering major for her academic excellence in engineering and outstanding contributions toward building a community of learners within the Picker Engineering Program

The **Ann Kirsten Pokora Prize** to a senior with a distinguished academic record in mathematics

The **Sarah Winter Pokora Prize** to a senior who has excelled in athletics and academics

The **Meg Quigley Prize** for the best paper in the Introduction to Women's Studies course

The **Judith Raskin Memorial Prize** for the outstanding senior voice student

The **Elizabeth Killian Roberts Prize** for the best drawing by an undergraduate

The **Mollie Rogers/Newman Association Prize** to a student who has demonstrated a dedication to humanity and a clear vision for translating that dedication into service that fosters peace and justice among people of diverse cultures

The **Rosenfeld Prize in Organic Chemistry** for excellence in the first semester of organic chemistry

The **Rousseau Prize** for academic excellence is awarded annually to a Smith or non-Smith student studying with the Smith College Junior Year Abroad Program in Geneva. The prize was established in 2006 by the members of the Department of French Studies in honor of Denise Rochat.

The **Department of Russian Prize** for the best essay on Russian literature by a senior majoring in Russian

The **Marshall Schalk Prize** in the Department of Geosciences for achievements in geological research

The **Victoria Louise Schragger Prize** to a senior who has maintained a distinguished academic record and has also taken an important part in student activities

The **Larry C. Selgelid Memorial Prize** for the greatest contribution to the Department of Economics by a Smith College senior

The **Donald H. Sheehan Memorial Prize** for outstanding work in American studies

The **Rita Singler Prize** for outstanding achievement in technical theatre

The **Andrew C. Slater Prize** for excellence in debate; and for most improved debater

The **Denton M. Snyder Acting Prize** to a Smith senior who has demonstrated distinguished acting in the theatre

The **Deborah Sosland-Edelman Prize** to a senior for outstanding leadership in the Jewish community at Smith and valuable contribution to Smith College campus life

The **Gertrude Posner Spencer Prize** for excellence in writing nonfiction prose; and for excellence in writing fiction

The **Nancy Cook Steeper '59 Prize** to a graduating senior who, through involvement with the Alumnae Association, has made a significant contribution to building connections between Smith alumnae and current students

The **Valeria Dean Burgess Stevens Prize** for excellent work in the study of women and gender

The **William Sentman Taylor Prize** for significant work in human values, a quest for truth, beauty and goodness in the arts and sciences

The **Rosemary Thomas Poetry Prize** for the best group of poems; and for the best individual poem

The **Tryon Prize** to a Smith undergraduate (or Five College student in a Smith class) for a piece of writing or work in new media (digital, performance or installation art) that examines art or ideas associated with the Smith College Museum of Art

The **Ruth Dietrich Tuttle Prize** to encourage further study, travel or research in the areas of international relations, race relations or peace studies

The **Unity Award** of the Office of Multicultural Affairs to the student who has made an outstanding contribution toward promoting diversity and multiculturalism in the Smith College community

The **Anaclea C. Vezzetti Prize** to a senior for the best piece of writing in Italian on any aspect of the culture of Italy

The **Voltaire Prize** to a first-year student or sophomore at Smith College for an essay or other project in French that shows originality and engagement with her subject

The **Ernst Wallfisch Prize** to a student of music for outstanding talent, commitment and diligence

The **Louise M. Walton Prize** to an Ada Comstock Scholar studying art history or studio art whose dedication to the field is notable

The **Frank A. Waterman Prize** to a senior who has done excellent work in physics

The **Jochanan H. A. Wijnhoven Prize** for the best essay on a subject in the area of Jewish religious thought written for a course in the Department of Religion and Biblical Literature or in the Program for Jewish Studies

The **Enid Silver Winslow '54 Prize** in art history for the best student paper written in an art history course taught at Smith

Fellowships

Major International and Domestic Fellowships

Students with high academic achievement and strong community service or leadership experience are encouraged to apply for international and domestic fellowships through the college. The Fellowships Program administers a support service for students applying for more than 15 different fellowships.

There are at least eight graduate fellowships that the college supports. Six are for university study: Rhodes (Oxford), Marshall (Britain), Gates (Cambridge), Mitchell (Ireland and Northern Ireland) and DAAD (Germany). The Fulbright is for yearlong research, study or teaching in one of about 155 countries and the Luce for a year interning in Asia. There are two further prestigious graduate fellowships for which students must apply in earlier undergraduate years: the Truman and the Beinecke.

For undergraduates, the college facilitates international opportunities through the Boren, DAAD and Killam fellowships in conjunction with its Study Abroad Program. Another undergraduate fellowship for which Smith offers sponsorship is the Udall for those interested in preserving the environment.

Fellowship information and application assistance for eligible candidates are available from the fellowships adviser in the Class Deans' office.

Fees, Expenses and Financial Aid

A Smith College education is a lifetime investment. It is also a financial challenge for many families. At Smith, we encourage all qualified students to apply for admission, regardless of family financial resources. Our students come from a variety of socioeconomic backgrounds. The Office of Student Financial Services has an experienced staff to assist students and parents in both the individual financial aid application process and the educational financing process in general. We work with families to help them manage the financial challenge in a variety of ways, through financial aid, loans and payment plan options.

Many Smith students receive financial assistance to pay for college expenses. Smith College participates in all the major federal and state student aid programs while funding a substantial institutional grant and scholarship program from its endowment.

We realize that financing a college education is a complex process, and we encourage applicants and their families to communicate directly with us. Our experienced educational financing staff in the Office of Student Financial Services is available to work with you. Inquiries may be made by calling (413) 585-2530 between 8:30 a.m. and 4 p.m. weekdays; 10 a.m. to 4 p.m. on Wednesdays (Eastern time). Send e-mail to SFS@smith.edu or visit their Web site at www.smith.edu/finaid.

Your Student Account

Smith College considers the student to be responsible for ensuring that payments—whether from loans, grants, parents, or other third parties—are received in a timely manner. All student accounts are managed by the Office of Student Financial Services. Initial statements detailing semester fees are available online on or about July 15 and December 15. E-mail notifications will be sent to all students on or about the 15th of each month in which there is activity on the account. *Important:* no paper bills will be mailed.

The college's comprehensive fees associated with the beginning of the semester are due and payable in full by specific deadline dates, well in advance of the beginning of classes. The payment deadline for fall

2011 is August 10, 2011. For spring 2012, the payment deadline is January 10, 2012. Payment must be received by these dates to avoid late payment fees being assessed. Checks should be made payable to Smith College and include the student's name and ID number on the front.

After any payment is due, monthly late payment fees, which are based on the outstanding balance remaining after any payment due date, will be assessed at the rate of \$1.25 on every \$100 (1.25%) that remains unpaid until the payment is received in full, on or before the next billing month in which the student is invoiced. If you have questions regarding any charges or credits on your bill, contact the Office of Student Financial Services.

In cases where students default on financial obligations, the student is responsible for paying the outstanding balance including all late payment fees, collection costs and any legal fees incurred by the college during the collection process. Transcripts and other academic records will not be released until all financial obligations to the College have been met.

IMPORTANT NOTE: Payments for each month's bill must be received by the Office of Student Financial Services by the payment due date. If paying by mail, please allow at least 5 to 7 business days for mail and processing time. If paying in person, payment should be made before 4 p.m. on the payment due date.

The college expects the student to fulfill her financial responsibility and reserves the right to place limitations on the student for failure to do so. The consequences of nonpayment include possible loss of housing assignment, and prevention of: a) registration for future semester courses, b) receipt of academic transcripts, c) receipt of diploma at commencement, d) approval for a leave of absence or study-abroad program, and e) participation in leadership training opportunities. The college also reserves the right to have the student administratively withdrawn and may refer such account for collection in her name. Students and parents are welcome to contact the Office of Student Financial Services for assistance in meeting payment responsibilities.

Most credit balance refunds are issued by direct deposit into the account the student has on file with the

payroll office. Credit balances that result from a PLUS loan are issued automatically to the parent borrower, unless that parent has authorized that refunds go to

the student. With the student's written release, credit balance refunds may be issued to the parent or the designee of the student.

Fees

2011–12 Comprehensive Fee (required institutional fees)

	Fall Semester	Spring Semester	Total
Tuition	\$19,900	\$19,900	\$39,800
Room and Board*	6,695	6,695	13,390
Student activities fee	135	135	270
Comprehensive fee	\$26,730	\$26,730	\$53,460

* Room and board will be billed as a combined charge.

As part of her expenses, a student should be prepared to spend a minimum of \$800 per year on books and academic supplies. In addition, a student will incur additional expenses during the academic year that will vary according to her standard of living, personal needs, recreational activities and number of trips home.

Fee for Nonmatriculated Student

Per credit..... \$1,245

Fees for Ada Comstock Scholars

Application fee..... \$60*

Transient Housing (per semester)

Room only (weekday nights)..... \$450

Room and full meal plan

(weekday nights)..... \$940

Tuition per semester

1–7 credits..... \$1,245

8–11 credits..... \$9,950

12–15 credits..... \$14,925

16 or more credits..... \$19,900

*Waived if applying online.

Student Activities Fee

The \$270 student activities fee is split between the two semesters and is used to fund chartered student organizations on campus. The Student Government Association allocates the monies each year. Each spring, the Senate Finance Committee of the SGA proposes a budget that is voted on by the student body.

2011–12 Optional Fees

Student Medical Insurance—\$1,989

The \$1,989 Student Medical Insurance fee is split between the two semesters and covers the student from August 15 through the following August 14. January graduates are covered only through January 14 in their senior year. Massachusetts law requires that each student have comprehensive health insurance; Smith College offers a medical insurance plan through Gallagher Koster Insurance (www.gallagherkosterweb.com) for those students not otherwise insured. Details about the insurance are mailed during the summer. Students are automatically billed for this insurance unless they follow the waiver process outlined in the insurance mailing. Students must waive the insurance coverage by August 10 in order to avoid purchasing the annual Smith Plan. If a student is on leave on a Smith-approved program that is billed at home-school fees, a reduced charge may apply. For students who are admitted for spring semester, the charge will be \$1,135 for 2011–12.

Other Fees and Charges

Application for Admission—\$60

The application fee of \$60, which helps defray the cost of handling the paperwork and administrative review of applications, must accompany a paper version of the application. The fee is waived if applying online.

Enrollment Deposit—\$500

Upon admittance, a new student pays an enrollment deposit which serves to reserve her place in the class and a room if she will reside in campus housing. The \$300 representing a general deposit component is held until six months after the student graduates from the college. The \$300 is refunded only after deducting any unpaid fees or fines and is not refunded to a student who withdraws (including an admitted student who does not attend). The \$200 representing a room deposit component is credited \$100 in July toward fall semester charges and \$100 in December toward spring semester charges. For midyear transfer students, all \$200 is credited toward spring semester charges.

Fee for Musical Instruction—\$655 per semester (one-hour lesson per week)

Students who receive need-based aid from the college will receive a \$200 grant toward this cost.

Practice rooms are available to Smith College students with first preference given to those registered for music instruction. Other Five College students may apply to the chair of the music department for permission to use the facilities. Practice rooms may be available for use by other individuals in last order of preference upon successful application to the chair of the music department.

There is no charge for Five College students, faculty and staff for use of the practice rooms. For other individuals, the following schedule of fees will apply.

Use of a practice room, one hour daily
.....\$25 per year

Fee for Riding Classes per Semester

Adjacent to the Smith campus is Fox Meadow Farm, where riding lessons are available to all students at the college. Fox Meadow Farm will also board horses for students, at a cost of \$585 per month. Inquiries about boarding should be addressed to Sue Payne, c/o Smith College Riding Stables. The Smith intercollegiate riding team uses their facilities for practice and for horse shows. The fees listed below are per semester and are

payable directly to Fox Meadow Farm when a student registers for lessons each semester.

Two lessons per week\$550

Studio Art Courses per Semester

Certain materials and supplies are required for studio art courses and will be provided to each student. Students may require additional supplies as well and will be responsible for purchasing them directly. The expenses will vary from course to course and from student to student.

Required materials\$135
Additional supplies.....\$58

Chemistry Laboratory Course per Semester

.....\$25 plus breakage

Continuation Fee

.....\$60 per semester
Students on leave of absence or attending other institutions on exchange or junior year abroad programs will be assessed a continuation fee to maintain enrollment status at the college.

Overdue Balance Fee

Any balance outstanding for fall after August 10 or for spring after January 10 is considered overdue. Overdue balances will be assessed a late fee of \$1.25 per \$100 each month they remain outstanding.

Early Arrival Fee—\$35 per Day

Late Registration Fee—\$35

Students who make registration changes after the registration period will be assessed a fee for each change.

Bed Removal Fee—\$100

Students who remove their beds from their campus rooms will be charged a bed removal fee.

Health/Fire/Safety Violation—\$5 per Item

A minimum fine of \$5 per item will be charged for items left in public areas such as corridors, stairways or entrances. These items create a hazard and violate compliance with the Americans with Disabilities Act, as well as city and state building, fire, and safety codes.

Institutional Refund Policy

A refund will be calculated if a student withdraws on or after the first day of classes, but before the point

when the college is considered to have earned all the tuition, room, board and mandatory fees (hereinafter called institutional charges) for which the student was charged. Credit balances remaining on any account will be refunded to the appropriate person or agency.

Adjustment of Institutional Charges and Institutional Aid

Any student who withdraws prior to the first day of classes will receive a 100 percent adjustment of institutional charges and insurance. All disbursed Title IV aid, institutional aid, state and other aid will be returned to the appropriate account by the college.

A student who withdraws after the first day of classes, but before the time when she will have completed 60 percent of the period of enrollment, will have her institutional charges and institutional aid adjusted based on the percent of attendance.

If a student should withdraw from an off-campus program, which is billed by Smith (for example: JYA, Picker and Smithsonian Programs), the normal college refund policies apply as long as all payments can be recovered by the college. If payments made on behalf of the student to other entities cannot be recovered by the college, the student is responsible for unrecoverable costs.

Students Receiving Title IV Federal Aid

Per federal regulations, a student earns her aid based on the period of time she remains enrolled. Unearned Title IV funds, other than Federal Work Study, must be returned to the appropriate federal agency. During the first 60 percent of the enrollment period, a student earns Title IV funds in direct proportion to the length of time she remains enrolled. A student who remains enrolled beyond the 60 percent point earns all the aid for the payment period. For example, if the period of enrollment is 100 days and the student completes 25 days, then she has earned 25 percent of her aid. The remainder of the aid must be returned to the appropriate federal agency.

Other Charges

If a student has not waived the medical insurance and withdraws from the college during the first 31 days of the period for which coverage is purchased, she shall not be covered under the plan and a full credit of the premium will be made. Insured students withdrawing at or after 31 days will remain covered under the plan for the full period for which the premium has been paid and no refund will be made available.

Other charges, such as library fines, parking fines, and infirmary charges are not adjusted upon the student's withdrawal. Treatment of the general deposit can be found in the Leaves of Absence section pp. 53–54.

Contractual Limitations

If Smith College's performance of its educational objectives, support services, or lodging and food services is hampered or restrained on account of strikes, fire, shipping delays, acts of God, prohibition or restraint of governmental authority, or other similar causes beyond Smith College's control, Smith College shall not be liable to anyone, except to the extent of allowing in such cases a pro-rata reduction in fees or charges already paid to Smith College.

Payment Plans and Loan Options

Smith offers a variety of payment plan and loan options to assist you in successfully planning for timely payment of your college bill.

Smith's payment plans allow you to distribute payments over a specific period.

- the Semester Plan
- the Touch Net Payment Plan
- Prepaid Stabilization Plan

Smith also honors parent loan options.

Details on loan options and payment plans can be found in *Financing Your Smith Education*, which is available from the Office of Student Financial Services.

This information is also available on the Web at www.smith.edu/finaid.

Financial Aid

We welcome women from all economic backgrounds. No woman should hesitate to apply to Smith because of an inability to pay the entire cost of her education. We meet the full documented financial need of all admitted undergraduates who have met the published admission and financial aid deadlines. Awards are offered to applicants on the basis of need, and calculated according to established college and federal policies. An award is usually a combination of a grant, a loan, and a campus job.

Smith College is committed to a financial aid policy that guarantees to meet the full financial need, as calculated by the college, of all admitted students who meet published deadlines. The college does operate under a need-sensitive admission policy that typically affects less than 8 percent of our applicant pool. Each applicant for admission is evaluated on the basis of her academic and personal qualities. However, the college may choose to consider a student's level of financial need when making the final admission decision. Applicants are advised to complete the financial aid process if they will need financial help to attend Smith. Entering first-year students who fail to apply for financial aid by the published deadlines will be ineligible to receive college-funded assistance until they have completed 64 credits earned at Smith. Transfer students and Ada Comstock Scholars who do not apply for financial aid by the published deadlines are eligible to apply after completing 32 credits earned at Smith. Students may apply for federal aid at any point during the academic year.

To enable the college to determine a student's need, a family completes both the Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service PROFILE form, requesting that data be sent to Smith. Both forms may be completed on-line. The FAFSA can be accessed at www.fafsa.ed.gov (Smith College code is 002209) and the PROFILE can be accessed at www.collegeboard.com (Smith College code is 3762).

Students must also complete the Smith Aid Application, available at www.smith.edu/finaid.

We also require a signed copy of the family's most recent federal tax returns, including all schedules and W-2's. Other forms and documents may be required, based on each family's circumstances. Once we receive a completed application, we review each student's file individually. We take into consideration the number of dependents, the number of family members in college, divorced parents and other special circumstances. For international applicants, the College Board International Student Financial Aid Application, and an official income statement or income tax return will be required to verify parent income.

Smith College recognizes the diversity of the modern family, and requires the submission of information regarding both biological parents, as well as spouses and domestic partners of each parent. Exceptions to this policy are made on a case-by-case basis. Please contact the Office of Student Financial Services for more information.

The college makes the final decision on the level of need and awards. Financial aid decisions to entering students are announced simultaneously with admission notifications. College policy limits the awards of Smith funds to the level of billed fees.

A student who is awarded aid at admission will have it renewed each year she attends according to her need, as calculated by the college, if she is in good academic standing. She and her family apply for aid annually with Smith College forms, FAFSA and PROFILE forms, and tax returns. The amount of aid may vary from year to year depending on changes in college fees and in the family's financial circumstances. The balance of loan, work, and grant also changes, based on federal loan limits and college policy. Instructions for renewing aid are made available to all students in December. Students are expected to complete their undergraduate studies in eight semesters, and grant aid is limited to that period, except for special programs or in circumstances involving medical withdrawal.

Ada Comstock Scholars receiving financial aid are required to make satisfactory progress toward the degree in order to continue receiving aid—that is, completion of at least 75 percent of all credits attempted in any academic year. Students not meeting this criterion are put on financial aid probation and may become ineligible for aid if the probationary period exceeds one year.

Unless the administrative board decides that mitigating circumstances warrant an exception, no financial aid will be available to a student who is not making satisfactory progress toward the degree (see p. 52).

First-Year Applicants

Any student who needs or may need help in financing her education should apply for financial aid by the published deadlines, prior to admission. Notification of the financial aid application requirements are sent to all applicants for admission. Students must not wait until they have been accepted for admission to apply for aid. Each student's file is carefully reviewed to determine eligibility for need-based aid. Since this is a detailed process, the college expects students to follow published application guidelines and to meet the appropriate application deadlines. Students and parents are encouraged to contact Student Financial Services via e-mail at sfs@smith.edu or by phone (413-585-2530) with questions. Detailed information on the

application process and deadlines is available on our Web site at www.smith.edu/finaid.

The consequences of not applying for aid prior to being accepted for admission include a 64-credit waiting period before becoming eligible to receive college grant aid. This means that only federal, state and private assistance would be available for the first two years of undergraduate enrollment at Smith. The college will consider exceptions to this policy only if you experience and can document an unexpected family emergency. Please note that this policy does not pertain to students who, prior to admission to Smith, applied for but were not granted need-based financial aid.

If an entering student applied for but did not qualify for need-based aid in her first year, that student may reapply for aid in subsequent years. This is particularly important for families that experience changes in family circumstances such as a sibling entering college, reductions in parent income, divorce or separation, or unanticipated medical expenses. Students who want to apply for federal aid only have a modified application process. If there are major changes to the financial resources of the family, Student Financial Services will consider a new request for aid or a review of a previous denial at any time.

The college cannot assume responsibility for family unwillingness to contribute to college expenses. There are limited circumstances that qualify a student for consideration as an independent aid applicant. Women over the age of 24, orphans and wards of the court are always considered self-supporting for federal financial aid purposes. Students who meet the federal definition of independent status are not automatically considered independent by the college. Please contact SFS to discuss questions regarding this situation.

Transfer Students

Transfer students should follow the application procedures detailed on their specific financial aid applications. Transfer students who do not apply for aid by the published deadlines, prior to admission, cannot apply for college aid until they reach junior standing and complete at least 32 credits at Smith.

Ada Comstock Scholars

Women of nontraditional college age can apply to the Ada Comstock Scholars Program. Applicants for aid should complete a Free Application for Federal Student

Aid (FAFSA), the Ada Comstock Scholars program Application for Financial Aid and send us a signed copy of their most recent federal tax return, complete with all schedules and W-2's as well as their spouse or partner's complete tax return and W-2's.

An Ada Comstock Scholar who does not apply for aid by the published deadlines, prior to admission, cannot apply for institutional grant aid until she has completed 32 credits at Smith, although she may qualify for federal and state grants and loans before she has completed 32 credits. This policy does not apply to women who applied for, but were not granted, aid at the time of admission.

International Applicants and Non-U.S. Citizens

Smith College awards need-based aid to non-U.S. citizens, both first-year and transfer applicants. There is a great deal of competition for these funds, and the level of support provided from the college ranges widely, depending on particular family circumstances. Aid is determined based on the information provided by the family on the College Board International Student Financial Aid Application, along with translated tax or income statements. International students not awarded financial aid prior to admission are not eligible to receive financial aid from the college at any time.

The application deadline is February 1.

Non-U.S. citizens (Canadian citizens excepted) eligible for aid have a family contribution calculated prior to admission. This family contribution will remain the same throughout the student's tenure at Smith. Any increases in tuition and fees not covered by the annual increased loan or work will be covered by an increase in the grant so that the calculated family contribution will remain the same each year. (Loan and campus job amounts, which are part of the total aid package, increase each year as part of standard college policy. For application deadlines and details, please check www.smith.edu/finaid.)

Non-U.S. Citizens Living in the U.S.

If you are a non-U.S. citizen whose parents are earning income and paying taxes in the United States, you will need to complete a CSS PROFILE form as well as the College Board International Student Financial Aid Application and provide a complete and signed parent U.S. federal income tax return.

U.S. Citizens Living Outside the U.S.

Follow procedures for applicants residing in the United States. However, if your parents are living and earning income outside the United States and do not file U.S. tax returns, you should also fill out the College Board International Student Financial Aid Application so that we can consider the actual expenses incurred by your family.

U.S. and Canadian citizens and permanent residents must reapply for aid each year.

Policy for Review and Appeal of Need-Based Financial Aid Awards

A student has the right to request a review of her financial aid award. Domestic students must reapply for financial aid each year, and thus are automatically reviewed on an annual basis. International students are given a family contribution determination at the time of admission for their entire Smith career and thus are only eligible for a review at the time of admission.

Domestic Students

Domestic students may request a review of their financial aid awards at any time during their Smith careers if there has been a significant change in family circumstances since filing the application for financial aid or if the information on the original application was inaccurate.

International Students

International students seeking a financial aid adjustment after they have accepted an offer of admission must consult with Student Financial Services (SFS) to review the situation and discuss available options. The financial aid budget for international students is fully allocated each year as of the time of admission, therefore only very limited additional resources are made available to meet extraordinary circumstances. Serious consideration is only given when there has been a significant life-changing event. A life-changing event would include, but not be limited to, the death of a parent or enrollment of a sibling in a U.S. college or university. If you wish to appeal your financial aid award, please begin by contacting Student Financial Services.

Process

When a review is requested it is conducted by the SFS Review Committee. In most cases, the decision of the SFS review committee is final. When the issue under

review would require an exception to policy, a student may request it be reviewed by the Financial Aid Appeals Committee. Instructions for submitting an appeal will be provided by the SFS staff to the student if a policy is at issue. All reviews from international students for increased grant or loan assistance are considered exceptions to policy, and will be brought to the attention of the Financial Aid Appeals Committee.

The Financial Aid Appeals Committee is chaired by the dean of enrollment and includes one member of the faculty, the dean of students and the controller. The director of SFS is a non-voting member of the Financial Aid Appeals Committee. The student must present her appeal in writing. The committee will consider the appeal as soon as possible. It normally takes one to two weeks for this committee to convene and review the appeal(s) in question. A decision will be given in writing to the student within 48 hours after the appeal is heard. The decision of the Appeals Committee is final in all cases.

Financial Aid Awards

Financial aid awards are made up of loans, campus jobs and grants. A loan and job, both considered self-help, are usually the first components of an aid package, with any remaining need being met with grant aid.

Loans

Most students borrow through the Federal Direct Ford Loan Program. Some awards may also include a Smith College loan. Federal Perkins Loans are offered to students to the extent of available federal funding. Most parents are eligible to borrow under the Federal Parent Loan Program and/or may make use of one of the plans described in Financing Your Smith Education. Students who receive aid of any sort from federal funds are subject to the statutes governing such aid.

Campus Jobs

Student Financial Services administers campus jobs. All students may apply, but priority is given to those students (about one-half of our student body) who received campus job offers as part of their aid packages. First-year students may work an average of eight hours a week for 32 weeks, usually for Dining Services. Students in other classes may hold regular jobs averaging ten hours a week for 32 weeks. These monies are paid directly to each student as she earns them. They are intended primarily to cover personal expenses,

but some students use part or all of their earnings toward required fees. Short-term jobs are open to all students. Additionally, a term-time internship program is administered by the Career Development Office. The college participates in the federally funded Work-Study Program, which funds a portion of the earnings of eligible students, some of them in nonprofit, community service positions and in the America Reads tutorial program. Smith College also provides a need-based employment program for those students eligible for need-based work, but not eligible for the federally subsidized Federal Work-Study Program.

No student, whether on federal work-study or not, is permitted more than the maximum 12-hours a week or one "full-time" position. First-year students may work a maximum of nine hours per week. Students receiving a stipend for positions such as STRIDE, HCA, etc. are not eligible for a second job. This policy attempts to offer all students an equal opportunity to work.

Grants

Grants are funds given to students with no requirement of repayment or work time in exchange. Most Smith College grants come from funds given for this purpose by alumnae and friends of the college and by foundations and corporations. Federal and state governments also provide assistance through need-based grants such as the Federal Pell Grant and state scholarships. Smith receives an allocation each year for Federal Supplemental Educational Opportunity Grants and for state-funded Gilbert Grants for Massachusetts residents.

Outside Aid

Outside Aid Awarded on the Basis of Student Merit

Smith College recognizes your achievement in being awarded merit based aid. Outside aid based on student merit will first reduce or replace the self-help portion of your award (federal work study and federal subsidized loan). If the outside aid exceeds the total self-help portion of your award, we will allow the aid to go toward a one-time computer purchase or toward the cost of the on-campus health insurance plan. If you do not purchase or have already purchased a computer, and if you do not accept the on-campus health insurance plan, or if your merit aid exceeds these costs, merit aid will replace Smith Grant on a dollar for dollar basis.

Note: GEARUP scholarships are considered within this category as outside scholarships.

Student Financial Services must be notified of all outside awards. If you notify us by June 1, the aid will be reflected in your official award and on your first bill. If you notify us after September 1, the outside aid may be used to reduce Smith Grant dollar for dollar.

Non-Merit Outside Awards

This type of award includes tuition subsidies based on parent employment, or state and federal grant assistance. These awards are not based on student merit and reduce Smith Grant eligibility dollar for dollar. Educational benefits from state and federal agencies will reduce the self-help components of the award (loan and work). Need-based loans from state or outside agencies can be used to replace dollar for dollar either the suggested federal loan or the work study award. Amounts in excess of the self-help award will replace Smith Grant dollar for dollar.

Music Grants

Each year the college awards grants equal to \$200 per semester for the cost of lessons in practical music to students who have financial need and who are accepted by the Department of Music.

Ernst Wallfisch Scholarship in Music

A full-year music performance scholarship (vocal or instrumental), based on merit and commitment, may be granted by the Music Department to a Smith student (first-year, sophomore or junior) enrolled in a performance course at Smith College.

Scholarships for Northampton and Hatfield Residents—The Trustee Grant

At the discretion of the trustees, partial tuition grants may be awarded to accepted applicants who have been residents of Northampton or Hatfield with their parents for at least five years directly preceding the date of their admission to college. Such grants are continued through the four college years if the student maintains diploma grade, conforms to the regulations of the college, and continues to be a resident of Northampton or Hatfield. The Trustee Grant may only be used for study at the Northampton campus. Only students matriculated at Smith are eligible for this program.

The Springfield/Holyoke Partnership

This partnership provides up to four full-tuition scholarships for students from Springfield and Holyoke, Massachusetts, public schools. All students who apply to Smith from these schools will be automatically considered.

ROTC

Air Force ROTC is available at most colleges and universities in western Massachusetts, including Smith College. Air Force ROTC offers two-, three- and four-year enlistment scholarships to qualified new and continuing college students. For more information, call (413) 545-2437, send e-mail to afrotc@acad.umass.edu or visit www.umass.edu/afrotc.

Veterans Benefits

Please see our Web site, www.smith.edu/finance for information on our treatment of Veterans Benefits. We proudly sponsor the Yellow Ribbon Program.

Admission

From the college's beginning, students at Smith have been challenged by rigorous academic standards and supported by rich resources and facilities to develop to their fullest potential and define their own terms of success. Admitting students who will thrive in the Smith environment remains the goal of our admission efforts. We seek students who will be productive members of the Smith community, who will be challenged by all that is offered here, and who will challenge their faculty members and peers to sharpen their ideas and perspectives of the world.

Each year we enroll a first-year class of approximately 640 able, motivated, diverse students whose records show academic achievement, intellectual curiosity and potential for growth. Because our students come from every state and 72 countries, their educational and personal experiences and opportunities vary tremendously. In selecting a class, the Board of Admission, which is made up of faculty members as well as members of the admission staff, considers each student in the light of the opportunities available to her. Included in the board's review are her secondary school record, the recommendations from her school, her essay and any other available information.

Smith College meets fully the documented financial need, as calculated by the college, of all admitted students. Two-thirds of our students receive some form of financial assistance through grants, loans and/or campus jobs. Further information about financial planning for a Smith education and about financial aid is available in the section on Fees, Expenses and Financial Aid, pages 33–41.

Secondary School Preparation

There is no typical applicant to Smith and no typical academic program, but we strongly recommend that a student prepare for Smith by taking the strongest courses offered by her high school. Specifically this should include the following, where possible:

- four years of English
- three years of a foreign language (or two years in each of two languages)

- three years of mathematics
- three years of science
- two years of history

Beyond meeting the normal minimum requirements, we expect each candidate to pursue in greater depth academic interests of special importance to her. Candidates who are interested in our engineering major should pursue coursework in calculus, biology, chemistry and physics.

Smith College will accept college-level work completed prior to matriculation as a degree student, provided that the relevant courses were completed at an accredited college or university and were not applied to the requirements for high school graduation. We also give credit for excellent performance in Advanced Placement, International Baccalaureate and equivalent foreign examinations. Please refer to the Academic Rules and Procedures section for further information regarding eligibility for and use of such credit.

Entrance Tests

SAT I or ACT scores are optional for U.S. citizens and U.S. permanent residents. Standardized tests (SAT I, ACT, TOEFL or IELTS as appropriate) are required for international students. SAT II subject tests are not required for any applicant. If a student wishes to submit a score or is required to do so, she should take the exams in her junior year to keep open the possibility of Early Decision. All examinations taken through December of the senior year are acceptable. The results of examinations taken after December arrive too late for us to include them in the decision-making process.

Whether required or optional, scores must come directly from the testing agency or the secondary school transcript. The College Board code number for Smith College is 3762. The ACT code is 1894.

Applying for Admission

A student interested in Smith has three options for applying—Early Decision I, Early Decision II and Regular Decision. Visit www.smith.edu/admission for information about requirements and deadlines.

Early Decision

Early Decision I and II Plans are designed for students with strong qualifications who have selected Smith as their first choice. The plans differ from each other only in application deadline, recognizing that students may decide on their college preference at different times. In making an application to her first-choice college, a candidate eliminates much of the anxiety, effort and cost of preparing several college applications. Candidates under this plan may initiate applications to other colleges, but may make an Early Decision application to one college only. It is important to note that if accepted under Early Decision, a candidate must withdraw all other college applications and may not make any further applications.

Applicants deferred in either Early Decision plan will be reconsidered in the spring, together with applicants in the Regular Decision Plan. Offers of admission are made with the understanding that the high school record continues to be of high quality through the senior year. If they have applied for financial aid by the published deadlines, candidates will be notified of financial aid decisions at the same time as the admission decision.

Regular Decision

The Regular Decision Plan is designed for students who wish to keep open several college options during the application process. Candidates may submit applications anytime before the January 15 deadline.

A student interested in Smith should complete the Common Application online at www.commonapp.org. Included with the application are all the forms she will need, and instructions for completing each part of the application. A Common Application Supplement is also required.

We realize that applying to college involves a lot of time-consuming paperwork for the applicant. It is work that we review carefully and thoroughly, and we suggest that applicants do not leave it to the last moment.

Advanced Placement

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Please refer to the Academic Rules and Procedures section (p. 51) for information governing eligibility for and use of Advanced Placement credit.

International Baccalaureate

The amount of credit will be determined as soon as an official copy of results has been sent to the registrar's office. Guidelines for use are comparable to those for Advanced Placement.

Interview

We recommend an interview for all candidates. For those who live or attend school within 200 miles of the college an on-campus interview is encouraged. Others should visit our Web site to obtain the name of an alumna interviewer in their area. The interview allows each candidate to become better acquainted with Smith and to exchange information with a member of the staff of the Office of Admission or a trained alumna volunteer.

Deferred Entrance

An admitted first-year, Ada Comstock Scholar or transfer applicant who has accepted Smith's offer and paid the required deposit may defer her entrance to work, travel or pursue a special interest if she makes this request in writing to the director of admission by June 1 who will review the request and notify the student within two weeks.

Deferred Entrance for Medical Reasons

An admitted first-year, Ada Comstock Scholar or transfer applicant who has accepted Smith's offer and paid the required deposit may request to postpone her entrance due to medical reasons if she makes this request in writing, explaining the nature of the medical problem, to the director of admission prior to the first day of classes. At that time, the college will outline expectations for progress over the course of the year. A Board of Admission subcommittee will meet the following March to review the student's case. Readmission is not guaranteed.

Transfer Admission

A student may apply for transfer to Smith College in January or September after the completion of one or more semesters at another institution.

For January entrance, she must submit her application and send all credentials by November 15. Decisions will be mailed by mid-December. The suggested filing date for September entrance is February 1, especially for students applying for financial aid. The application deadline is May 15. Candidates whose applications are complete by March 1 will receive admission decisions by April 1. Students whose applications are complete by May 15 will receive decisions by early June. Letters from the financial aid office are mailed at the same time as admission letters.

We expect a transfer student to have a strong academic record and to be in good standing at the institution she is attending. We look particularly for evidence of achievement in college, although we also consider her secondary school record. Her program should correlate with the general Smith College requirements given on pages 42–43 of this catalogue.

We require a candidate for the degree of bachelor of arts to spend at least two years in residence at Smith College in Northampton, during which time she normally completes 64 credits. A student may not transfer to the junior class and spend any part of the junior or senior year studying in off-campus programs.

International Students

We welcome applications from qualified international students and advise applicants to communicate with the Office of Admission at least one year in advance of their proposed entrance. The initial e-mail or letter should include information about the student's complete academic background. *If financial aid is needed, this fact should be made clear in the initial correspondence.*

Visiting Year Programs

Smith College welcomes a number of guest students for a semester or a year of study. In the Visiting Student Program, students enrolled in accredited, four-year liberal arts colleges or universities in the United States

may apply to spend all or part of their sophomore, junior or senior year at Smith.

International students may apply to spend one semester or a year at Smith under the International Visiting Program. Applicants must be in their final year of studies leading to university entrance in their own country or currently enrolled in a university program abroad. If accepted, candidates will be expected to present examination results—Baccalaureate, Abitur or GCSE, for example—before enrolling. Evidence of English fluency will be required of applicants whose first language is not English.

Applicants to the visiting programs must furnish a transcript of their college work (or secondary school work, where applicable) to date, faculty recommendation, an adviser's or dean's reference and a completed application. Applications must be completed by July 1 for September entrance and by December 15 for January entrance. Financial aid is not available for these programs except the visiting program in mathematics.

Information and application material may be obtained by visiting www.smith.edu/admission or sending e-mail to admission@smith.edu.

Readmission

See Withdrawal and Readmission, page 54.

Ada Comstock Scholars Program

The admission process for Ada Comstock Scholars is competitive. Particular emphasis is placed on academic achievement, an autobiographical essay and an exchange of information in the interview. A candidate should schedule her interview appointment before submitting her application prior to the appropriate deadline, November 15 for January admission or February 1 for September admission. It is recommended that an applicant bring unofficial copies of her college transcripts to her interview appointment.

Ada Comstock Scholars are expected to have completed a minimum of 32 transferable liberal arts credits before matriculation at Smith. The average number of transfer credits for an admitted student is 50. Those students who offer little or no college-level work are advised to enroll elsewhere to fulfill this requirement before initiating the application process.

A candidate's status as an Ada Comstock Scholar must be designated at the time of application. Normally, an applicant admitted as a student of traditional age will not be permitted to change her class status to Ada Comstock Scholar until five years after she withdraws as a student of traditional age. A woman who meets the transfer credit guideline must apply as an Ada Comstock Scholar *if* she also meets the federal government's guidelines defining independent students:

- at least 24 years old by December 31 of the academic year in which they enter Smith
- a veteran
- responsible for dependent(s) other than a spouse

A brief description of the program can be found on page 12. Information about expenses and procedures for applying for financial aid can be found in the section entitled Fees, Expenses and Financial Aid. Inquiries in writing, by phone or by e-mail may be addressed to the Office of Admission.

Academic Rules and Procedures

Requirements for the Degree

The requirements for the degree from Smith College are completion of 128 credits of academic work and satisfactory completion of a major. For graduation the minimum standard of performance is a cumulative average of 2.0 in all academic work and a minimum average of 2.0 in the senior year. For those entering as first-year students, satisfactory completion of a writing intensive course in the first year is required.

Students earning a bachelor of arts degree must complete at least 64 credits outside the department or program of the major (56 credits for majors requiring the study of two foreign languages taught within a single department or program). The requirements for the bachelor of science degree in engineering are listed in the courses of study section under Engineering.

Candidates for the degree must complete at least four semesters of academic work, a minimum of 64 credits, in academic residence at Smith College in Northampton; two of these semesters must be completed during the junior or senior year. (For accelerated programs, see p. 11.) A student on a Smith Junior Year Abroad Program, the Jean Picker Semester-in-Washington Program or the Internship Program at the Smithsonian Institution is not in academic residence in Northampton.

Each student is responsible for knowing all regulations governing the curriculum and course registration and is responsible for planning a course of study in accordance with those regulations and the requirements for the degree.

Course Program

The normal course program for traditional-aged undergraduates consists of 16 credits taken in each of eight semesters at Smith. Only with the approval of the administrative board may a student complete her degree requirements in fewer or more than eight semesters. The minimum course program for a traditional-aged undergraduate in any semester is 12 credits. A traditional-aged student who is enrolled in fewer than 12 credits in any semester is required to withdraw at the end of that semester. The student must remain away

from the college for at least one semester and then may request readmission for the following semester.

Approved summer-school or interterm credit may be used to supplement a minimum 12-credit program or to make up a shortage of credits. Smith students may accrue a maximum of 12 summer-school credits and 12 interterm credits at Smith or elsewhere toward their Smith degree. An overall maximum of 32 credits of combined summer, interterm, AP and pre-matriculation credits may be applied toward the degree. See Academic Credit, pages 49–52.

A student enters her senior year after completing a maximum of six semesters and earning at least 96 Smith College or approved transfer credits. A student may not enter the senior year with fewer than 96 credits; exceptions require a petition to the administrative board prior to the student's return to campus for her final two semesters. A student in residence may carry no more than 24 credits per semester unless approved by the administrative board.

Admission to Courses

Instructors are not required to hold spaces for students who do not attend the first class meeting and may refuse admittance to students seeking to add courses who have not attended the first class meetings.

Permissions

Some courses require written permission of the instructor and/or chair of the department concerned before the course is elected.

A student who does not have the prerequisites for a course may elect it only with the permission of the instructor and the chair of the department in which the course is offered.

A student must petition the administrative board for permission to enter or drop a yearlong course with credit at midyear. The petition must be signed by the instructor of the course, the student's adviser and the chair of the department concerned before it is submitted to the class dean.

Seminars

Seminars are limited to 12 students and are open, by permission of the instructor, to juniors, seniors and

graduate students only. At the discretion of the instructor and with the approval of the department chair or the program director, 15 students may enroll. If enrollment exceeds this number, the instructor will select the best-qualified candidates.

Special Studies

Permission of the instructor, the department chair and in some cases the department is required for the election of Special Studies. Special Studies are open only to qualified sophomores, juniors and seniors. A maximum of 16 credits of special studies may be counted toward the degree.

Normally students may not change the designated number of credits for a variable credit special studies.

Independent Study

Independent study for credit may be proposed by qualified juniors and seniors. Approval of the appropriate department(s) and the Committee on Academic Priorities is required. Time spent on independent study off campus cannot be used to fulfill the residence requirement. The deadline for submission of proposals is November 15 for a second-semester program and April 15 for a first-semester program.

Internships

An internship for credit, supervised by a Smith faculty member, may be proposed by qualified sophomores, juniors and seniors. Approval of the appropriate department(s) and the Committee on Academic Priorities is required. The deadline for submission of proposals is November 15 for a second-semester program and April 15 for a first-semester program.

Auditing

A degree student at Smith or at the Five Colleges may audit a course on a regular basis if space is available and the permission of the instructor is obtained. An audit is not recorded on the transcript.

Auditing by Nonmatriculated Students

A nonmatriculated student who has earned a high school diploma and who wishes to audit a course may do so with the permission of the instructor and the registrar. An auditor must submit a completed registration form to the registrar's office by the end of the second week of classes. A fee will be charged and is determined by the type of course. Studio classes may not be audited except by permission of the art faculty following a written request to the department. Records of audits are not maintained.

Changes in Course Registration

Adding and Dropping Courses

During the first 10 class days, a student may enter or drop a course with the approval of the adviser and after consultation with the instructor. From the 11th through the 15th day of class, a student may enter a course with the permission of the instructor, the adviser and the class dean.

- After the 10th day of classes a student may drop a course up to the end of the fifth week of the semester:
1. after discussion with the instructor;
 2. with the approval of the adviser and the class dean; and
 3. if, after dropping the course, she is enrolled in at least 12 credits. (This provision does not apply to Ada Comstock Scholars.)

After the end of the fifth week of the semester a student may not drop a course. However, on two and only two occasions during her years at the college—once during her first year; once during any subsequent year—a student may drop a course at any time up to the end of the ninth week of classes, for any reason, without penalty. The drop form requires the signatures of the instructor, adviser and class dean.

A student should carefully consider the work load entailed in a seminar or course with limited enrollment before she enrolls. A student who wishes to drop a class of this nature should do so at the earliest possible moment so that another student may take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse permission to drop the course after the first 10 class days.

Normally, students may not change the designated number of credits for a variable credit special studies. A course dropped for reasons of health after the fifth week of classes will be recorded on the transcript with a grade of "W," unless the student has the option of a free drop.

A student registers for an Interterm course in November, with the approval of her adviser. In January, a student may drop or enter an Interterm course within the first three days with a class dean's signature. Otherwise, the student who registers but does not attend will receive a "I" (unsatisfactory) for the course.

Regulations governing changes in enrollment for courses in one of the other four colleges may be more restrictive than the above. Instructions and deadlines for registration in Five College courses are published online by the registrar's office.

Fine for Late Registration

A student who has not registered for courses by the end of the first 10 days of classes will be fined \$35, payable at the time of registration. In addition, a fine of \$35 will be assessed for each approved petition to add or drop a course after the deadline. A student who has not registered by the end of the first four weeks of the semester will be administratively withdrawn.

Class Attendance and Assignments

Students are expected to attend all their scheduled classes. Any student who is unable, because of religious beliefs, to attend classes or to participate in any examination, study or work requirement on a particular day shall be excused from such activities without prejudice and shall be given an opportunity to make them up.

Students are expected to spend at least two hours per week in preparation for every class hour.

Students are asked to introduce guests to the instructor of a class before the beginning of the class if there is an opportunity and at the end if there is not.

Absence does not relieve the student from responsibility for work required while she was absent. The instructor may require her to give evidence that she has done the work assigned. In courses in which the written examinations can test only a part of the work, the instructor may rule that a student who does not attend class with reasonable regularity has not presented evidence that she has done the work.

The due date for final papers in each semester can be no later than the end of the examination period. Instructors must specify the acceptable format, exact deadline and place of delivery for final papers. If a paper or other course work is mailed to an instructor, it must be sent by certified mail, return receipt requested, and the student must keep a paper copy. It is the student's responsibility to check that work submitted by e-mail or fax has been received by the professor.

Deadlines and Extensions

Only the class dean may authorize an extension for any reason beyond the end of the final examination period. Such extensions, granted for reasons of illness, emergency or extenuating personal circumstances, will always be confirmed in writing with the faculty member, the registrar and the student. An individual faculty member, without authorization by the class dean, may

grant extensions on work due during the semester through the last day of final exams.

Pre-Examination Period

The pre-examination study period, between the end of classes and the beginning of final examinations, is set aside for students to prepare for examinations. Therefore, the college does not schedule social, academic or cultural activities during this time. Deadlines for papers, take-home exams or other course work cannot be during the pre-examination study period.

Final Examinations

Most final exams at Smith are self-scheduled and administered by the registrar during predetermined periods. A student may choose in which period she wants to take each exam. Exams are picked up at distribution centers after showing a picture ID and must be returned to the same center no more than two hours and 20 minutes from the time they are received by the student. Extra time taken to write an exam is considered a violation of the Academic Honor Code and will be reported to the Academic Honor Board. A student who is late for an exam may write for the remaining time in the examination period but may not have additional time. Exams which involve slides, dictation or listening comprehension are scheduled by the registrar. Such examinations may be taken only at the scheduled time.

For information regarding illness during the examination period, call Health Services at extension 2800 for instructions. Students who become ill during an examination must report directly to Health Services.

Further details of the Academic Honor Code as they apply to examinations and class work are given in the Smith College Handbook (www.smith.edu/sao/handbook). Regulations of the faculty and the registrar regarding final examination procedures are published online at the registrar's office Web site prior to the final examination period.

No scheduled or self-scheduled examination may be taken outside the regular examination period without prior permission of the administrative board. Written requests must be made to the administrative board through the class dean (not to individual faculty members). Requests to take final examinations early will not be considered; therefore, travel plans must be made accordingly.

Five College Course Enrollments

Students planning to enroll in a course at one of the other four institutions may submit their requests online through BannerWeb. Five College course requests should be submitted during the period for advising and election of courses for the coming semester. Course information is available online through the Five College online course guide or at the individual Web sites of the other four institutions. Free bus transportation to and from the institution is available for Five College students. Students in good standing are eligible to take a course at one of the other institutions: first-semester first-year students must obtain the permission of the class dean. A student must: a) enroll in a minimum of eight credits at Smith in any semester, or b) take no more than half of her course program off campus. A student must register for an approved course at one of the other four institutions by the end of the interchange deadline (the first two weeks of the semester). Students must adhere to the registration procedures and deadlines of their home institution.

Five College courses are those taught by special Five College faculty appointees. These courses are listed on pages 432–451 in this catalogue. Cooperative courses are taught jointly by faculty members from several institutions and are usually approved and listed in the catalogues of the participating institutions. The same registration procedures and approvals apply to Five College courses and cooperative courses. A list of Five College courses approved for Smith College degree credit is available at the registrar's office. Requests for approval of courses not on the list may be submitted to the registrar's office for review; however, Smith College does not accept all Five College courses for credit toward the Smith degree. Courses offered through the UMass Continuing Education Department are not part of the Five College Interchange. Students may not receive transfer credit for Continuing Education courses completed while in residence at Smith College, but may receive credit for those offered during Interterm and summer.

Students taking a course at one of the other institutions are, in that course, subject to the academic regulations, including the calendar, deadlines and academic honor system, of the host institution. It is the responsibility of the student to be familiar with the pertinent regulations of the host institution, including those for attendance, academic honesty, grading options and deadlines for completing coursework and

taking examinations. Students follow the registration add/drop deadlines of their home institution. Regulations governing changes in enrollment in Five College courses are published online at the beginning of each semester at the registrar's office Web site.

Academic Credit

Grading System

Grades are recorded by the registrar at the end of each semester. Grade reports are made available online through BannerWeb at that time.

Grades at Smith indicate the following:

A (4.0)	C- (1.7)
A- (3.7)	D+ (1.3)
B+ (3.3)	D (1.0)
B (3.0)	D- (0.7)
B- (2.7)	E (0.0)
C+ (2.3)	S: satisfactory (C- or better)
C (2.0)	U: unsatisfactory
	X: official extension authorized by the class dean
	M: unreported grade calculated as a failure

Grades earned in Five College courses are recorded as submitted by the host institution. A Five College incomplete grade is equivalent to a failing grade and is calculated as such until a final grade is submitted. An incomplete grade will be converted to a failing grade on the student's official record if coursework is not completed by the end of the following semester.

Satisfactory/Unsatisfactory Option

Coursework in any one semester may be taken for a satisfactory (C- or better)/unsatisfactory grade, providing that:

- 1) the instructor approves the option;
 - 2) the student declares the grading option for Smith courses by the end of the ninth week of classes.
- Students enrolled in Five College courses must declare the option at the host campus and follow the deadlines of that institution. The fall deadline also applies to yearlong courses designated by a "D" in the course number. In yearlong courses designated by a "Y" students may elect a separate grading option for each semester. Students electing the S/U

option for both semesters of a yearlong course must do so each semester.

Within the 128 credits required for the degree, a maximum of 16 credits (Smith or other Five College) may be taken for the satisfactory/unsatisfactory grading option, regardless of how many graded credits students are enrolled in per semester. Some departments will not approve the satisfactory/unsatisfactory grading option for courses counting toward the major. Credits earned in courses with a mandatory S/U grading option are not counted toward the 16-credit limit.

Satisfactory/unsatisfactory grades do not count in the grade point average.

An Ada Comstock Scholar or a transfer student may elect the satisfactory/unsatisfactory grading option for four credits out of every 32 that she takes at Smith College.

Repeating Courses

Normally, courses may not be repeated for credit. In a few courses, the content of which varies from year to year, exceptions to this rule may be made by the instructor and the chair of the department. A student who has failed a course may repeat it with the original grade remaining on the record. The second grade is also recorded. A student who wants to repeat a course she has not failed may do so for no credit. The second grade is recorded but does not count in the grade point average.

Performance Credits

Students are allowed to count a limited number of performance credits toward the Smith degree. The maximum number allowed is indicated in the Courses of Study section under the appropriate departments. Excess performance credits are included on the transcript but do not count toward the degree.

Shortage of Credits

A shortage of credits incurred by failing or dropping a course may be made up by an equivalent amount of work carried above the normal 16-credit program, or with approved summer-school or Interterm courses accepted for credit toward the Smith College degree. In the case of failure in a course or dropping a course for reasons of health, a shortage may be filled with a student's available Advanced Placement or other pre-

matriculation credits. Any student with more than a two-credit shortage may be required to complete the shortage before returning for classes in September.

A student enters the senior year after completing a maximum of six semesters and earning at least 96 Smith College or approved transfer credits. A student may not enter her senior year with fewer than 96 credits; exceptions require a petition to the administrative board prior to the student's return to campus for her final two semesters. A student may not participate in a Smith-sponsored or affiliated Junior Year Abroad or exchange program with a shortage of credit.

Transfer Credit

A student who attends another accredited college or university and requests credit toward a Smith College degree for the work done there:

- a) should make her plans in accordance with the regulations concerning off-campus study and, in the case of seniors, in accordance with the regulations concerning academic residence;
- b) should obtain, from the class deans office, the guidelines for transferring credit. Official transcripts should be sent directly to the registrar from the other institution;
- c) must, if approved to study abroad, have her program approved in advance by the Committee on Study Abroad.

Final evaluation of credit is made after receipt of the official transcript showing satisfactory completion of the program.

A student may not receive credit for work completed at another institution while in residence at Smith College, except for Interterm courses and courses taken on the Five College interchange. Credit is not granted for online courses.

Transfer credit policies and guidelines are published online at the registrar's office Web site and are available at the class deans' office.

Summer-School Credit

Students may accrue a maximum of 12 approved summer-school credits toward their Smith degree with an overall maximum of 32 credits of combined summer, interterm, AP and pre-matriculation credits. With the prior approval of the class dean, summer credit may be used to allow students to make up a shortage of credits or to undertake an accelerated course program. For

transfer students and Ada Comstock Scholars, summer school credits completed prior to enrollment at Smith College are included in the 12-credit maximum.

Interterm Credit

The college may offer courses for credit during the interterm period. Such courses will carry one to four credits and will count toward the degree. The college will consider for-credit academic interterm courses taken at other institutions. The number of credits accepted for each interterm course (normally up to 3) will be determined by the registrar upon review of the credits assigned by the host institution. Any interterm course designated as 4 credits by a host institution must be reviewed by the class deans and the registrar to determine whether it merits an exception to the 3-credit limit. Students may accrue a maximum of 12 approved interterm credits at Smith or elsewhere toward their Smith degree with an overall maximum of 32 credits of combined summer, interterm, AP and pre-matriculation credits. Normally, students may not take more than 4 credits during any one interterm at Smith or elsewhere. For transfer students, interterm credits completed prior to enrollment at Smith College are included in the 12-credit maximum.

The interterm may also be a period of reading, research or concentrated study for both students and faculty. Faculty, students or staff may offer noncredit instruction or experimental projects in this period. Special conferences may be scheduled and field trips may be arranged at the discretion of individual members of the faculty. Libraries, the Center for Foreign Languages and Cultures, practice rooms and physical education facilities will remain open at the discretion of the departments concerned. This period also provides time for work in libraries, museums and laboratories at locations other than Smith College.

Students returning from a fall leave of absence or study elsewhere may participate in Interterm, but are not guaranteed housing.

College Credit Earned Before Matriculation

Smith College will accept college credit with a grade of B– or better earned at an accredited college or university before matriculation as a first-year student. Such credit must be approved according to Smith Col-

lege guidelines for transfer credit and submitted on an official college or university transcript. Such credits must be taken on the college or university campus with matriculated degree students and must be taught by a college or university professor. The course may not be listed on the high school transcript as counting toward high school graduation. Note that the restriction of 32 credits holds for any combination of AP and/or college credit earned before matriculation. Credits earned before matriculation may be used in the same manner as AP credits toward the Smith degree and may not be used to fulfill the distribution requirements for Latin Honors. Summer credits earned before matriculation will be counted in the 12-credit limit of summer credit applicable to the Smith degree.

Advanced Placement

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Advanced Placement credit may be used with the approval of the administrative board only (1) to make up a shortage of credits incurred through failure; (2) to make up a shortage of credit incurred as a result of dropping a course for reasons of health; or (3) to undertake an accelerated course program.

Credits are recorded for scores of 4 or 5 on most Advanced Placement examinations. The credits to be recorded for each examination are determined by the individual department. A maximum of one year (32 credits) of Advanced Placement credit may be counted toward the degree. Students entering with 24 or more Advanced Placement credits may apply for advanced standing after completion of the first semester's work.

Students who complete courses that cover substantially the same material as those for which Advanced Placement credit is recorded may not then apply that Advanced Placement credit toward the degree requirements. The individual departments will determine what courses cover the same material.

The individual departments will determine placement in or exemption from Smith courses and the use of Advanced Placement credit to fulfill major requirements. No more than eight credits will be granted toward the major in any one department.

Advanced Placement credit may be used to count toward the 64 credits outside the major department or program but may not be used to fulfill the distribution requirements for Latin Honors.

International Baccalaureate and Other Diploma Programs

Credit may be awarded for the International Baccalaureate and 13th year programs outside the United States. The amount of credit is determined by the registrar upon review of the final results. Such credits may be used toward the Smith degree in the same manner as AP credits and may not be used to fulfill the distribution requirements for Latin Honors.

Academic Standing

A student is in good academic standing as long as she is matriculated at Smith and is considered by the administrative board to be making satisfactory progress toward the degree. The academic standing of all students is reviewed at the end of each semester.

Academic Probation

A student whose academic record is below 2.0, either cumulatively or in a given semester, will be placed on academic probation for the subsequent semester. Probationary status is a warning. Notification of probationary status is made in writing to the student, her family and her academic adviser. Instructors of a student on probation may be asked to make academic reports to the class deans' offices during the period of probation. The administrative board will review a student's record at the end of the following semester to determine what action is appropriate. The administrative board may require such a student to change her course program, to complete summer study or to withdraw from the college.

In general, a student on probation is advised to take no more than 16 credits. She may not enroll in courses through the Five College interchange, and may not run for or hold elected or selected office, either campuswide or within her house. Students whose grade point average is below 2.0 may not compete in intercollegiate athletics or club sports.

Standards for Satisfactory Progress

A student is not making satisfactory progress toward the degree if she remains on academic probation for more than two consecutive semesters. In addition: (1) for students of traditional age, the record cannot have more than an eight-credit shortage for more than two

consecutive semesters. (2) for Ada Comstock Scholars, at least 75 percent of all credits attempted in any academic year must be completed satisfactorily. Students not meeting this criterion may be placed on academic probation or required to withdraw; if students are receiving financial aid, they will be placed on financial aid probation and may become ineligible for financial aid if the probationary period exceeds one year. Further information is available from the Dean of Ada Comstock Scholars and the Office of Student Financial Services.

Absence from Classes

A student who is absent from classes for more than four weeks in any semester will not receive credit for the work of that semester and will be administratively withdrawn from the college.

Separation from the College

A student whose college work or conduct is deemed unsatisfactory is subject to separation from the college by action of the administrative board, the honor board, the college judicial board or the dean of the college. There will be no refund for tuition or room fees.

Administrative Board

The administrative board administers the academic requirements defined by faculty legislation. In general, academic matters affecting students are referred to this board for action or recommendation. The board consists of the dean of the college (chair), the class deans, the dean of the Ada Comstock Scholars, the registrar and three faculty members appointed by the president.

Petitions for exceptions to academic regulations are submitted in writing to the administrative board through the class dean, with appropriate faculty approvals. The administrative board will reconsider a decision only if new information is presented.

The board has the authority to take action with respect to the academic performance of individual students, including the requirement that a student must leave the college.

Student Academic Grievances

The Smith College community has always been dedicated to the advancement of learning and the pursuit of truth under conditions of freedom, trust, mutual

respect and individual integrity. The learning experience at Smith is rooted in the free exchange of ideas and concerns between faculty members and students. Students have the right to expect fair treatment and to be protected against any inappropriate exercise of faculty authority. Similarly, instructors have the right to expect that their rights and judgments will be respected by students and other faculty members.

When differences of opinion or misunderstanding about what constitutes fairness in requirements or procedures leads to conflict, it is hoped that these differences will be resolved directly by the individuals involved. When disputes cannot be resolved informally by the parties involved, procedures have been established to achieve formal resolution. These procedures are explained in detail in the Smith College Handbook (www.smith.edu/sao/handbook).

The Age of Majority

Under Massachusetts law, the age of majority is 18 and carries full adult rights and responsibilities. The college normally communicates directly with students in matters concerning grades, academic credit and standing.

However, the regulations of the federal Family Educational Rights and Privacy Act of 1974 make clear that information from the educational records of students who are dependents of their parents for Internal Revenue Service purposes, may be disclosed to the parents without the student's prior consent. It is the policy of the college to notify both the student and her parents in writing of probationary status, dismissal and certain academic warnings. Any student who is not a dependent of her parents, as defined by the Internal Revenue Code, must notify the registrar of the college in writing, with supporting evidence satisfactory to the college, by October 1 of each academic year.

In communications with parents concerning other matters, it is normally college policy to respect the privacy of the student and not to disclose information from student educational records without the prior consent of the student. At the request of the student, such information will be provided to parents and guardians. Students may authorize the release of information from their education records to their parents by completing the appropriate form at the registrar's office.

Leaves, Withdrawal and Readmission

Off-Campus Study or Personal Leaves

A student who wishes to be away from the college for a semester or academic year must submit a request for approved off-campus study or personal leave. The request must be filed with the student's class dean by May 1 for a fall semester or academic year absence; by December 1 for a second semester absence. Students in good academic standing who miss these deadlines and need to be away from campus for a semester or year may request a late leave through their class dean. A student who wants to be away from the college for more than one year must withdraw.

A student going on a Smith College Junior Year Abroad program or other approved study abroad program must file a request for approved off-campus study by the appropriate deadline.

A student who wishes to complete part or all of her senior year away from campus on a Smith or non-Smith program or at another undergraduate institution must petition the administrative board. The petition must include a plan for the satisfactory completion of the major and degree requirements, and must have the approval of the department of the major. The petition must be filed in the Office of the Class Deans by the deadline to request approval of off-campus study.

A student who expects to attend another college and request transfer credit on her return must abide by published guidelines (available in the class deans office) for transferring credit. A student may request provisional approval of transfer credit through the class deans' office. For final evaluation of credit, an official transcript must be sent directly from the other institution to the registrar at Smith College.

A student on approved off-campus study or personal leave is expected to adhere to the policies regarding such absences (available in the class dean's office). A student's account must be in good standing or the request will not be approved.

Medical Leave

If a student leaves the college on the advice of health services, confirmation will be sent to the student and her family by the registrar. Any student who leaves the

college for medical reasons is considered withdrawn and must request readmission through the registrar. The director of health services (or the associate director when specified) will request a full report from the student's health care provider and may also request documentation of improved functioning and a personal interview. Clearance by health services does not automatically guarantee readmission. The administrative board, which makes the final decision on readmission, will also consider the student's college record in the readmission process.

Short-Term Medical Leave

A student who is away from campus for an extended period of time (i.e., a week or more) for medical reasons may be placed on a short-term medical leave by health services. Instructors will be notified of the student's status by the class deans office.

Any student who is placed on short-term medical leave, whether by health services or through her class dean, must receive clearance from health services before returning to campus. Health services may require documentation from her health care provider before the student can return. The student must notify her class dean of her intention to return to classes.

Mandatory Medical Leave

The college physician or the director of the counseling service may require the withdrawal of a student who has any illness or condition that might endanger or be damaging to the health or welfare of herself or any member of the college community, or whose illness or condition is such that it cannot be effectively treated or managed while the student is a member of the college community.

Withdrawal and Readmission

A student who plans to withdraw from the college should notify her class dean. When notice of withdrawal for the coming semester is given before June 30 or December 1, the student's general deposit (\$100) is refunded. Official confirmation of the withdrawal will be sent to the student by the registrar.

A withdrawn student must submit a request for readmission to the registrar. Readmission procedures and forms are available at the registrar's office Web site. Readmission requests for return in September must be

sent to the registrar before March 1; for readmission in January, before November 1. The administrative board acts upon all requests for readmission and may require that applicants meet with the class dean or director of Health Services before considering the request. Normally, students who have withdrawn from the college must be withdrawn for at least one full semester.

A student who was formerly enrolled as a traditional student may not return as an Ada Comstock Scholar unless she has been away from the college for at least five years. Any student who has been away from Smith College for five or more years should make an appointment to speak with the dean of Ada Comstock Scholars before applying for readmission.

Graduate and Special Programs

Smith College offers men and women graduate work leading to the degrees of master of arts in teaching, master of fine arts, master of education of the deaf and master of science. The one-year postbaccalaureate program in mathematics is designed for women who need additional preparation before applying to graduate programs in mathematics. In special one-year programs, international students may qualify for a certificate of graduate studies or a diploma in American studies. In addition, master of arts and doctoral programs are offered in the School for Social Work.

Each year more than 100 men and women pursue such advanced work. Smith College is noted for its superb facilities, bucolic setting and distinguished faculty who are recognized for their scholarship and interest in teaching. Moreover, graduate students can expect to participate in small classes and receive personalized attention from instructors.

Most graduate courses, which are designated as 500-level courses in the course listings, are planned for graduate students who are degree candidates. The departments offering this work present a limited number of graduate seminars, advanced experimental work or special studies designed for graduate students. Graduate students may take advanced undergraduate courses, subject to the availability and according to the provisions stated in the paragraphs describing the requirements for the graduate degrees. Departmental graduate advisers help graduate students individually to devise appropriate programs of study.

Admission

To enter a graduate degree program, a student must have a bachelor's degree or its equivalent, an undergraduate record of high caliber and acceptance by the department concerned. All domestic applicants who wish to be considered for financial aid must submit all required application materials before January 15 of the proposed year of entry into the program, and all

financial aid forms before February 15 (refer to Financial Aid, page 59). The deadline for admission without financial aid to most graduate programs is April 1 of the proposed year of entry for the first semester, and November 1 for the second semester. (For the master of fine arts in dance, the only deadline is January 15.) All international applications for a master's degree or for the Diploma in American Studies Program must be received on or before January 15 of the proposed year of entry into the program.

Applicants must submit the following: the formal application, the application fee (\$60), an official transcript of the undergraduate record, letters of recommendation from instructors at the undergraduate institution and scores from the Graduate Record Examination (GRE). For the master of education of the deaf (M.E.D.) only, the Miller Analogies Test is an acceptable alternative to the GRE. Applicants from non-English-speaking countries must submit official results of the Test of English as a Foreign Language (TOEFL). Applicants from English-speaking countries must submit the Graduate Record Examination. Candidates must also submit a paper written in an advanced undergraduate course, except for MFA playwriting candidates, who must also submit one or more full-length scripts or their equivalent. Address correspondence and questions to the address below.

Smith College is committed to maintaining a diverse community in an atmosphere of mutual respect and appreciation of differences.

Residence Requirements

Students who are registered for a graduate degree program at Smith College are considered to be in residence. A full-time graduate student takes a minimum course program of 12 credits per semester. A half-time student takes a minimum course program of eight credits per semester. With the approval of his or her academic adviser and the director of graduate programs, a student may take a maximum of 12 credits for degree

credit at Amherst, Hampshire or Mount Holyoke colleges or the University of Massachusetts. No more than two courses (eight credits) will be accepted in transfer from outside of the Five Colleges. We strongly recommend that work for advanced degrees be continuous; if it is interrupted or undertaken on a part-time basis, an extended period is permitted, but all work for a master's degree normally must be completed within a period of four years. Exceptions to this policy will be considered by petition to the Administrative Board. During this period a continuation fee of \$60 will be charged for each semester during which a student is not enrolled at Smith College in course work toward the degree.

Leaves of Absence

A student who wishes to be away from the college for a semester or academic year for personal reasons may request a leave of absence. The request must be filed with the director of graduate programs by May 1 for a fall semester or academic-year leave; by December 1 for a second-semester leave. No leaves of absence will be approved after May 1 for the following fall semester or academic year and December 1 for the spring semester, and the student must withdraw from the college.

A leave of absence may not be extended beyond one full academic year, and a student who wants to be away from the college for more than one year must withdraw.

A student on a leave of absence is expected to adhere to the policies regarding such leaves. A student's tuition account must be in good standing or the leave of absence will be canceled.

Degree Programs

For all degree programs, all work to be counted toward the degree (including the thesis), must receive a grade of at least B-, but the degree will not be awarded to a student who has no grade above this minimum. Courses for graduate credit may not be taken on a satisfactory/unsatisfactory basis. The requirements described below are minimal. Any department may set additional or special requirements and thereby increase the total number of courses involved.

Master of Science in Biological Sciences

The Department of Biological Sciences maintains an active graduate program leading to the master of sci-

ence in biological sciences. The program of study emphasizes independent research supported by advanced course work. Candidates are expected to demonstrate a strong background in the life sciences and a clear commitment to independent laboratory, field and/or theoretical research. The department offers opportunities for original work in a wide variety of fields, including animal behavior, biochemistry, cell and developmental biology, ecology, environmental science, evolutionary biology, genetics, marine biology, microbiology, molecular biology, neurobiology, plant sciences and physiology. Students pursuing the M.S. degree are required to participate in the Graduate Seminar (BIO 507) and are expected to undertake a course of study, designed in conjunction with their adviser, that will include appropriate courses both within and outside the department.

A thesis is also required of each candidate for this degree. It may be limited in scope but must demonstrate scholarly competence; it is equivalent to a two-semester, eight-credit course. Two copies must be presented to the committee for deposit in the library. The thesis may be completed *in absentia* only by special permission of the department and of the director of graduate programs.

Master of Science in Exercise and Sport Studies

The graduate program in exercise and sport studies focuses on preparing coaches for women's intercollegiate teams. The curriculum blends theory courses in exercise and sport studies with hands-on coaching experience at the college level. By design, the program is a small one, with only 15 to 20 candidates in residence. This makes it possible for students to work independently with faculty and coaches. Smith has a history of excellence in academics and a wide-ranging intercollegiate program composed of 14 varsity sports. Entrance into the two-year program requires a strong undergraduate record and playing and/or coaching experience in the sport that a student will be coaching. Individuals who do not have undergraduate courses in exercise physiology and kinesiology should anticipate work beyond the normal 51 credits. For more information, contact Michelle Finley, Department of Exercise and Sport Studies, Smith College, Northampton, MA 01063, (413) 585-3971; e-mail: mfinley@smith.edu; www.smith.edu/ess.

Master of Arts in Teaching

The program leading to the degree of master of arts in teaching is designed for students who are planning to teach in elementary, middle or high schools and those wishing to do advanced study in the field of education. The M.A.T. program combines study in the field of the student's academic interest; the specific teaching field for students preparing to teach at the secondary or middle school levels, broader liberal arts and sciences subjects for students preparing to teach at the elementary level; with experience in teaching and the study of education theory. The departments of biological sciences, chemistry, English, French, geology, history, mathematics, physics and Spanish actively cooperate with the Department of Education and Child Study in administering the various graduate programs.

The Department of Education and Child Study uses a variety of schools and settings to provide opportunities for observation, service learning and classroom teaching experiences. These include the laboratory elementary school operated by the college, the public schools of Northampton and other area communities, as well as several private schools.

Students who follow the Master of Arts in Teaching program will, in the course of an intensive five-week summer session and a full-time academic year, be able to complete the state-approved program in teacher education enabling them to meet requirements for licensure in various states.

Admission prerequisites and course requirements vary depending upon the specific program; more detailed information may be obtained from the director of graduate programs.

Prospective candidates should have a superior undergraduate record and should present evidence of personal qualifications for effective teaching. Those interested in the MAT in secondary or middle school teaching should also possess an appropriate concentration—normally a major—in the subject of the teaching field. Along with a resume, all applicants should submit a paper or other piece of work that is illustrative of their writing. Applicants with teaching experience should include a letter of recommendation concerning their teaching. We invite interested students to visit www.smith.edu/educ/ to learn more about our program and to find application materials.

To qualify for a degree, the candidate must obtain a grade of B- or better in all courses or seminars, although a grade of C in one 4-credit course may be

permitted on departmental recommendation. Courses for graduate credit may not be taken on a satisfactory/unsatisfactory basis.

Master of Education of the Deaf

The Clarke Schools for Hearing and Speech, in Northampton, and Smith College offer a cooperative program of study (one academic year and one summer) leading to the degree of master of education of the deaf. Rolling admissions for this program for entry in summer 2012 will begin after December 1, although applications will be accepted as late as April 1 of that year. Further information can be found at www.clarke-schools.org/for-professionals.

Master of Fine Arts in Dance

The Dance Department offers a two-year M.F.A. degree program. All graduate theory courses are taught for graduate students only. Choreography and performance are the focus of the course of study, with additional work in the history and literature of dance, scientific principles applied to the teaching and performance of dance, seminars and production. Required technique courses may be taken at Smith or in any of the colleges in the Five College Dance Department. All M.F.A. students are teaching fellows and teach the equivalent of three studio courses at the undergraduate level each year. To count toward the degree, all work must earn a grade of at least B-, but the degree will not be awarded to a student who has no grade above this minimum. The thesis includes a public presentation of original choreography along with supporting production elements and a paper in support of the work.

An audition is required for entrance into the program. Interested students may consult the Smith and Five College Dance Web sites: www.smith.edu/dance and www.fivecolleges.edu/sites/dance, or contact the Dance Department directly: Dance Department, Smith College, Northampton, MA 01063; phone (413) 585-3232.

Master of Fine Arts in Playwriting

This program, offered by the Department of Theatre, provides specialized training to candidates who have given evidence of professional promise in playwriting. The Department of Theatre places great emphasis on collaborative work among designers, performers, direc-

tors and writers, thus offering a unique opportunity for playwrights to have their work nurtured and supported by others who work with it at various levels.

Sixty-four credit hours, including a thesis, and two years of residence are required. In a two-year sequence, a student would have eight required courses in directing, advanced playwriting and dramatic literature and a total of eight electives at the 300 level or above, with the recommendation that half be in dramatic literature. Electives may be chosen from acting, directing and design/tech courses and from courses outside the department and within the Five Colleges. To count toward the degree, all work must receive a grade of at least B-, but the degree will not be awarded to a student who has no grade above this minimum.

Interested students may consult the graduate adviser, Leonard Berkman, Department of Theatre, Smith College, Northampton, MA 01063; (413) 585-3206; e-mail: lberkman@smith.edu.

Cooperative Ph.D. Program

A cooperative doctoral program is offered by Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts in the fields of astronomy, biological sciences, chemistry, geology, history and physics. The degree is awarded by the university in cooperation with the institution in which the student has done the research for the dissertation. Students interested in this program should write to the dean of the graduate school, University of Massachusetts, Amherst, Massachusetts 01003, (413) 545-0721.

Master/Ph.D. of Social Work

The School for Social Work offers a master of social work (M.S.W.) degree, which focuses on clinical social work and puts a heavy emphasis on direct field work practice. The program stresses the integration of clinical theory and practice with an understanding of the social contexts in which people live. It also emphasizes an understanding of the social policies and organizational structure which influence our service delivery system. In addition, the school offers a Ph.D. program designed to prepare MSWs for leadership positions in clinical research education and practice. It also has extensive postgraduate offerings through its Continuing Education Program. For more information on admission or program detail, call the School for Social Work

Office of Admission at (413) 585-7960 or e-mail at sswadmis@smith.edu. Information can also be found at the school's Web site at www.smith.edu/ssw.

Nondegree Studies Certificate of Graduate Studies

Under special circumstances we may award the Certificate of Graduate Studies to international students who have received undergraduate training in an institution of recognized standing and who have satisfactorily completed a year's program of study under the direction of a committee on graduate study. This program must include at least 24 credits completed with a grade of B- or better. At least five of these courses should be above the intermediate level.

Diploma in American Studies

This is a highly competitive one-year program open only to international students of advanced undergraduate or graduate standing. It is designed primarily, although not exclusively, for those who are teaching or who plan to teach some aspect of American culture and institutions. Candidates should have a bachelor's degree or at least four years of university-level work or the equivalent in an approved foreign institution of higher learning, and must furnish satisfactory evidence of mastery of spoken and written English. The closing date for application is January 15.

The program consists of a minimum of 24 credits: American Studies 555 (a special seminar for diploma students), 16 other credits in American studies or in one or more of the cooperating disciplines, including American Studies 570, the diploma thesis or an approved equivalent. A cumulative grade average of B in course work must be maintained.

Post-Baccalaureate Program: The Center for Women in Mathematics at Smith College

Supported by NSF Grant 0611020 and Smith College

The Post-Baccalaureate Program is for women strongly considering graduate school in the mathematical sciences but who did not major in mathematics or whose mathematics major was light. It provides an opportu-

nity to study mathematics intensively at the advanced undergraduate level.

As part of the Center for Women in Mathematics, the program is nested in a mathematical community that is supportive, friendly, fun, and serious about mathematics. The program builds the skills and confidence needed to continue to graduate school in the mathematical sciences. Each student has a faculty mentor. There are sessions on taking the GREs, applying to graduate school and surviving graduate school. Each student has the opportunity to join a research team supervised by a Smith faculty member.

The program is for one or two-semester. Admission is competitive but open to all women who have graduated from college with coursework in mathematics that includes some upper level mathematics (usually, at least Linear Algebra and Vector Calculus). Full tuition and a living stipend is available to U.S. citizens and permanent residents who are admitted to the program.

Requirements

Students must take at least 12 math credits each semester including math 300 and math 301. A Certificate of Completion is awarded to students who successfully complete two semesters including or placing out of at least one course in algebra, one in analysis, and one at the level of 310 or higher. Students failing to make satisfactory progress in one semester will not be funded for a second semester. Passing 12 mathematics credits with grades of B- or higher and continued serious interest in pursuing higher mathematics or statistics are necessary for satisfactory progress.

Applications and Contact Information

For more information, or to request application materials, please contact Ruth Haas, Department of Mathematics and Statistics, Smith College, Northampton, MA 01063, telephone: (413) 585-3872, e-mail: math-chair@smith.edu

Financial Aid

Post-baccalaureate students (American citizens or permanent residents) are eligible for fellowships, which include full tuition and a stipend of \$12,500 for the academic year.

To apply

All applicants should include letters of recommendation from at least two mathematics professors, and a personal statement that describes how this program fits with the applicant's background and goals.

Applications are reviewed on a rolling basis. The preferred deadline for January entrance is October 15, but applications are accepted through December 15. For September entrance, the preferred deadline is March 15, but applications are accepted through July 1. Students applying for financial aid are encouraged to apply by the preferred deadlines as funds are limited. Applications are processed through the Office of Graduate and Special Programs.

Nondegree Students

Well-qualified students who wish to take courses are required to file a nondegree student application along with an official undergraduate transcript showing their degree and date awarded. Applications can be obtained from the Graduate and Special Programs office. The application deadline is August 1 for the fall semester and December 1 for the spring semester. Tuition must be paid in full before a nondegree student is allowed to register. The permission of each course instructor is necessary at the time of registration, during the first week of classes each semester. Nondegree students are admitted and registered for only one semester and are not eligible for financial aid. Those wishing to take courses in subsequent semesters must reactivate their application each semester by the above deadlines.

Students who later wish to change their status to that of a part-time or full-time student working for a degree must apply for admission as a degree candidate. Credit for Smith course work taken as a nondegree student may count toward the degree with the approval of the department concerned.

Housing and Health Services

Housing

A very limited amount of graduate student housing is available on campus. Smith offers a cooperative graduate house with single bedrooms, large kitchen and no private bathrooms. Included is a room furnished with a bed, chest of drawers, mirror, desk and easy chair. Students provide their own board. For further details, send e-mail to gradstdy@smith.edu.

For individuals wishing to check the local rental market, go to www.gazettenet.com/classifieds to find "Real Estate for Rent," www.umoch.org or www.west-ernmass.craigslist.org. It is advisable to begin looking for housing as soon as you have decided to enroll.

Health Services

Graduate students, both full-time and part-time, are eligible to use Smith's health services and to participate in the Smith College health insurance program (see pp. 22 and 23 for complete information).

Finances

Tuition and Other Fees

Application fee	\$60
Full tuition, for the year	\$39,800
16 credits or more per semester	
Part-time tuition	
Fee per credit	\$1,245
Summer Intern Teaching Program tuition for	
degree candidates	\$2,500
Continuation fee, per semester	\$60
Room only for the academic year	\$6,700
Health insurance estimate	
(if coverage will begin August 15)	\$2,200
(if coverage will begin June 15)	\$2,500

For additional information concerning fees for practical music and studio art see p. 35.

Statements for semester fees are mailed in July and December from the Office of Student Financial Services. Payment of charges for the first semester is due in early August and for the second semester in early January.

Deposit

A general deposit of \$100 is required from each student upon admittance. This is a one-time deposit that will be refunded in October, or approximately six months following the student's last date of attendance, after deducting any unpaid charges or fees, provided that the graduate director has been notified in writing before July 1 that a student will withdraw for first semester or before December 1 for second semester. The deposit is not refunded if the student is separated from the college for work or conduct deemed unsatisfactory. It is not refunded for new students in the case of withdrawal before entrance.

Refunds

Please refer to page 35 and 36 for full information on refunds.

Financial Assistance

Financial assistance for graduate students at Smith College consists of fellowships, tuition scholarships, and federal loans. Students interested in applying for any type of financial aid should read this section carefully in its entirety; required materials and deadlines for application vary with the type of financial assistance requested.

All applicants for financial assistance (fellowships, scholarships) must complete their applications for admission by January 15 (new applicants). Applicants interested in federal student loans must complete an application for financial assistance by February 15, including all supplementary materials (required of both returning students and new applicants).

Fellowships

Teaching Fellowships: Teaching fellowships are available in the departments of biological sciences, exercise and sport studies and dance. For the academic year 2011–12, the stipend for full teaching fellows is \$12,090. Teaching fellows also receive assistance to reduce or eliminate tuition expenses.

Research Fellowships: Research fellowships are granted for work in various science departments as funds become available; stipends vary in accordance with the nature and length of the appointment. During the academic year, the research fellow usually carries a half-time graduate program.

The teaching and research fellowships are of particular value to students who are interested in further study or research, since they combine fellowship aid with practical experience and an opportunity to gain competence in a special field of study. In accepting one of these appointments, the student agrees to remain for its duration.

The number of fellowships is limited, and all applicants are strongly urged also to apply for tuition scholarships and loans, as described below.

Scholarships

The college offers a number of tuition scholarships for graduate study. Amounts vary according to circumstances and funds available. Applicants for scholarships must meet the January 15 deadline for submitting all materials for the admission application.

Loans

Loans are administered by Student Financial Services. Federal William D. Ford Direct Loans may be included in aid offered to graduate students on admission. Applicants for loans must meet all federal guidelines and must agree to begin monthly payments on loans soon after completion of their work at Smith College.

In addition, the application for financial assistance, with all materials described on that form, is due by February 15 for both new applicants and returning students.

Applications for loans received by February 15 will be given top priority. The processing of later applications will be delayed.

Changes in Course Registration

During the first 10 class days (September in the first semester and February in the second semester), a student may drop or enter a course with the approval of the adviser.

From the 11th through the 15th day of class, a student may enter a course with the permission of the instructor, the adviser and the director of graduate programs.

After the 10th day of classes, a student may drop a course up to the end of the fifth week of the semester (October in the first semester and February in the second semester): 1) after consultation with the instructor; and 2) with the approval of the adviser and the director of graduate programs.

Instructions and deadlines for registration in Five College courses are distributed by the registrar's office.

instructor and student. No extensions may exceed one calendar year from the time of initial enrollment in the course. The initiative in arranging for the completion of course work rests with the student.

Policy Regarding Completion of Required Course Work

A graduate student who is unable to complete required course work on time must submit to the director of graduate programs a written request for an extension before the end of the semester in which the grade is due. The request should include the reason the extension is needed and a specific date by which the student proposes to complete the work. The instructor of the course should also submit a statement in support of the extension. If the extension is granted, the work must be completed by the date agreed on by the director,

Courses of Study, 2011-12

	Designation	Academic Division
Interdepartmental Minor in African Studies	AFS	I/II
Major and Minor in the Department of Afro-American Studies	AAS	I
Interdepartmental Major in American Studies	AMS	II
Interdepartmental Minor in Ancient Studies	ANS	I/II
Majors and Minor in Anthropology	ANT	II
Interdepartmental Minor in Archaeology	ARC	I/II
Concentration in Archives	ARX	
Majors and Minors in the Department of Art	ART	I
Minors: Architecture and Urbanism	ARU	I
Art History	ARH	I
Graphic Art	ARG	I
Studio Art	ARS	I
Minor in Arts and Technology	ATC	
Major and Minor in the Five College Department of Astronomy	AST	III
Interdepartmental Minor in Astrophysics	APH	III
Interdepartmental Major in Biochemistry	BCH	III
Concentration in Bio-Mathematical Sciences	BMX	
Major and Minor in the Department of Biological Sciences	BIO	III
Concentration in Book Studies	BKX	
Concentration in Buddhist Studies	BUX	
Major and Minor in the Department of Chemistry	CHM	III
Majors and Minors in the Department of Classical Languages and Literatures	CLS	I
Major: Classical Studies	CST	I
Majors and Minors: Greek	GRK	I
Latin	LAT	I
Classics	CLS	I
Interdepartmental Major in Comparative Literature	CLT	I
Major and Minors in the Department of Computer Science	CSC	III
Minors: Digital Art	CDA	III
Digital Music	CDM	III
Systems Analysis	CSA	III
Computer Science and Language	CSL	III
Mathematical Foundations of Computer Science	CSF	III
Major and Minor in the Five College Dance Department	DAN	I
Major and Minor in the Department of East Asian Languages and Literatures*	EAL	I
Major: East Asian Languages and Cultures	EAC	
Minor: East Asian Languages and Literatures		

Key: Division I The Humanities
 Division II The Social Sciences and History
 Division III The Natural Sciences

*Currently includes Chinese (CHI), Japanese (JPN) and Korean (KOR)

Interdepartmental Major and Minor in East Asian Studies	EAS	I/II
Major and Minor in the Department of Economics	ECO	II
Major and Minor in the Department of Education and Child Study	EDC	II
Major and Minor in the Department of Engineering	EGR	III
Major and Minor in the Department of English Language and Literature	ENG	I
Concentration, Environmental	ENX	
Interdepartmental Major and Minor in Environmental Science and Policy	ENV	III
Interdepartmental Minor in Ethics	ETH	I/II/III
Minor in the Department of Exercise and Sport Studies	ESS	III
Interdepartmental Minor in Film Studies	FLS	I/II
Major in the Department of French Studies	FRN	I
First-Year Seminars	FYS	I/II/III
Major and Minor in the Department of Geosciences	GEO	III
Major and Minor in the Department of German Studies	GER	I
Global Engagement Seminars	GES	
Interdepartmental Minor in Global South Development Studies	GSD	I/II
Major and Minor in the Department of Government	GOV	II
Major and Minor in the Department of History	HST	II
Interdepartmental Minor in History of Science and Technology	HSC	I/II/III
Major and Minor in the Department of Italian Language and Literature	ITL	I
Major: Italian Studies	ITS	I
Interdepartmental Major and Minor in Jewish Studies	JUD	I/II
Minor in Landscape Studies	LSS	I
Interdepartmental Major and Minor in Latin American and Latino/a Studies	LAS	I/II
Major: Latino/a Studies	LATS	I/II
Interdepartmental Minor in Linguistics	LNG	I/II/III
Interdepartmental Minor in Logic	LOG	I/III
Interdepartmental Minor in Marine Science and Policy	MSC	III
Major and Minor in the Department of Mathematics and Statistics	MTH	III
Interdepartmental Major and Minor in Medieval Studies	MED	I/II
Interdepartmental Minor in Middle East Studies	MES	
Concentration in Museum	MUX	
Major and Minor in the Department of Music	MUS	I
Interdepartmental Major and Minor in Neuroscience	NSC	III
Major and Minor in the Department of Philosophy	PHI	I
Major and Minor in the Department of Physics	PHY	III
Concentration in Poetry	PYX	
Presidential Seminars	PRS	I/II/III
Major and Minor in the Department of Psychology	PSY	III
Interdepartmental Minor in Public Policy	PPL	II/III
Major and Minor in the Department of Religion	REL	I
Majors in the Department of Russian Language and Literature	RUS	I
Major: Russian Literature	RUL	I
Russian Civilization	RUC	I
Major and Minor in the Department of Sociology	SOC	II
Concentration in South Asia	SAX	

Majors and Minors in the Department of Spanish and

Portuguese*	SPP	I
Majors: Spanish	SPN	I
Portuguese-Brazilian Studies	SPB	I
Latin American Area Studies	SLS	
Minors: Spanish	SPN	I
Portuguese-Brazilian Studies	SPB	I
Latin American Area Studies	SLS	
Interdepartmental Minor in Statistics	STS	III
Major and Minor in the Department of Theatre	THE	I
Interdepartmental Minor in Urban Studies	URS	I/II
Interdepartmental Major and Minor in Study of Women and Gender	SWG	I/II/III
Extrdepartmental Course in Accounting	ACC	II
Interdepartmental Courses in Philosophy and Psychology	PPY	I/III
Other Extrdepartmental Courses	EDP	
Other Interdepartmental Courses	IDP	
Five College Course Offerings by Five College Faculty		
Five College Film Studies Major	FLS	
Five College Certificate in African Studies	AFC	
Five College Asian/Pacific/American Certificate Program	APA	
Five College Certificate in Buddhist Studies	BDHC	
Five College Certificate in Coastal and Marine Sciences	MSCC	
Five College Certificate in Cognitive Neuroscience	CNC	
Five College Certificate in Culture, Health and Science	CHS	
Five College Certificate in Ethnomusicology	ETM	
Five College Certificate in International Relations	IRC	
Five College Certificate in Latin American Studies	LAC	
Five College Certificate in Logic	LOGC	
Five College Certificate in Middle East Studies	MEC	
Five College Certificate in Native American Indian Studies	NAIS	
Five College Certificate in Russian, East European and Eurasian Studies		
Foreign Language Literature Courses in Translation		
Interterm Courses Offered for Credit		
Science Courses for Beginning Students		
American Ethnicities Courses		
Quantitative Courses for Beginning Students		

Deciphering Course Listings

Course Numbering

Courses are classified in six grades indicated by the first digit of the course number. In some cases, sub-categories are indicated by the second and third digits.

100 level	Introductory courses (open to all students)
200 level	Intermediate courses (may have prerequisites)

300 level	Advanced courses (have prerequisites)
400 level	Independent work, numbered as follows:
400	Special Studies (variable credit as assigned)
404	Special Studies (semester, four credits)
408d	Special Studies (full year, eight credits)
410	Internships (credits as assigned)
420	Independent Study (credits as assigned)
430d	Honors Project (full year, eight credits)
431	Honors Project (first semester only, eight credits)
432d	Honors Project (full year, 12 credits)

*Portuguese language courses are designated POR.

500 level	Graduate courses—for departments that offer graduate work, independent work is numbered as follows:
580	Special Studies
590	Thesis
900 level	Reserved for courses (e.g., music performance) that are identifiably distinct from the other offerings of a department.

A “j” after the course number indicates a course offered for credit during Interterm, and a “d” or “y” indicates a full-year course in which credit is granted after two consecutive semesters. In “d” courses, the final grade assigned upon completion of the second semester is cumulative for the year.

A course in which the spring semester is a continuation of the fall semester is given the next consecutive number and listed separately with the prerequisite indicated.

Full-year courses are offered when it is not permissible for a student to receive credit for one semester only.

Language courses are numbered to provide consistency among departments.

- The introductory elementary course in each language is numbered 100.
- The intensive course in each language is numbered 110 or 111 and normally is a full-year course.
- Intermediate language courses are numbered 120 for low intermediate and 220 for high intermediate.

Introductory science courses are numbered to provide consistency among departments.

- The introductory courses that serve as the basis for the major are numbered 111 (and 112 if they continue into a second semester). “Fast track” courses are numbered 115 (and 116 when appropriate).
- Courses at the introductory or intermediate level that do not count toward the major are numbered 100–109 and 200–209.
- Courses approved for listing in multiple departments and programs are identified by the three-letter designation of the home department and are described fully in that department’s course listings.

Courses with Limited Enrollment

Seminars are limited to 12 students and are open only to juniors, seniors and graduate students, by permission of the instructor. At the discretion of the instructor and with the approval of the department chair or the program director, 15 students may enroll. The designation that a course is a seminar appears in the title unless all seminars appear as a separate and clearly designated group in the department’s course listing. The current topic, if applicable, immediately follows the title of the seminar.

Colloquia, primarily reading and discussion courses with an enrollment limit of 20, are also clearly designated.

Proseminars are directed courses of study conducted in the manner of a graduate seminar but open to undergraduate students.

Instructors

The symbols before an instructor’s name in the list of members of a department indicate the following:

- *1 absent fall semester 2011–12
- *2 absent fall semester 2012–13
- **1 absent spring semester 2011–12
- **2 absent spring semester 2012–13
- †1 absent academic year 2011–12
- †2 absent academic year 2012–13
- §1 director of a Junior Year Abroad Program, academic year 2011–12
- §2 director of a Junior Year Abroad Program, academic year 2012–13

Visiting faculty and some lecturers are generally appointed for a limited term. The phrase “to be announced” refers to the instructor’s name.

Meeting Times

Course meeting times are listed in the “Schedule of Classes” distributed by the registrar before each semester. Students may not elect more than one course in a time block (see chart inside back cover), except in rare cases that involve no conflict. Where scheduled hours are not given, the times of meeting are arranged by the instructor.

Other Symbols and Abbreviations

dem.: demonstration course

lab.: laboratory

Lec.: lecture

sec.: section

dis.: discussion

(): A department or college name in parentheses following the name of an instructor in a course listing indicates the instructor's usual affiliation.

(E): An "E" in parentheses at the end of a course description designates an experimental course approved by the Committee on Academic Priorities to be offered not more than twice.

(C): The history department uses a "C" in parentheses after the course number to designate colloquia that are primarily reading and discussion courses limited to 20 students.

(L): The history department uses an "L" in parentheses after the course number to designate lectures that are unrestricted in size. Lectures and colloquia are open to all students unless otherwise indicated.

(MI): The anthropology department uses "MI" in parentheses after the course number to designate a course that is method intensive.

(TI): The anthropology department uses "TI" in parentheses after the course number to designate a course that is theory intensive.

L: The dance and theatre departments use an "L" to designate that enrollment is limited.

P: The dance and theatre departments use a "P" to designate that permission of the instructor is required.

AP: Advanced Placement. See p. 51.

S/U: Satisfactory/unsatisfactory. See p. 48.

WI Writing intensive. Each first-year student is required, during her first or second semester at Smith, to complete at least one writing-intensive course. See page 8 for a more complete explanation.

[] Courses in brackets will not be offered during the current year.

{ } Course listings in this catalogue indicate in curly brackets which area(s) of knowledge a given course covers (see pp. 7–8 for a fuller explanation). Please note that certain courses do not indicate any designation as decided by the department, program or instructor involved, e.g., English 101. Students who wish to become eligible for Latin Honors at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge; see page 7. (If a course is fewer than four credits but designated for Latin Honors, this will be indicated. This applies to those students who began at Smith in September 1994 or later and who graduated in 1998 or later.) Following is a listing of the major fields of knowledge as described on pages 7–8; multiple designations are separated by a slash, e.g., {L/H/F}:

L Literature:

H Historical studies

S Social science

N Natural science

M Mathematics and analytic philosophy

A The arts

F A foreign language

African Studies

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Advisers and Members of the African Studies Committee

- ^{†1} Elliot Fratkin, Professor of Anthropology
- ^{†2} Caroline Melly, Assistant Professor of Anthropology
- ^{†3} Albert Mosley, Professor of Philosophy

- ^{†4} Katwiwa Mule, Associate Professor of Comparative Literature
- Catharine Newbury, Professor of Government
- Gregory White, Professor of Government
- Louis Wilson, Professor of Afro-American Studies

300 Capstone Colloquium in African Studies

The colloquium represents an interdisciplinary capstone experience for students concentrating in African studies. Drawing on the resources of faculty in the Five College African Studies Council, we will seek to synthesize and productively utilize the Africa-oriented course work, study abroad, internships and research experiences of class participants. We will consider how the generation of knowledge about Africa has shaped academic disciplines, how knowledge about Africa contributes to endeavors focused on economic progress and political and social transformation on the continent and elsewhere, and how the study of Africa is likely to change in coming decades. Prerequisites: junior or senior standing and permission of the instructor. The colloquium is designed for students with substantial course work in African studies or those with study-abroad experience in Africa. Enrollment limited to 18.

{H/S} 4 credits

Holly Hanson (Mount Holyoke College)

Offered Spring 2012 at Amherst College

The African Studies Minor

The African studies minor at Smith allows students to complement their major with a program that provides a systematic introduction to the complex historical, political and social issues of the African continent. The minor is structured to give the student interdisciplinary training within key fields of knowledge: arts and literature, historical studies and social science.

Requirements: Six semester courses on Africa are required. One course must be drawn from each of the following three fields:

- Arts and Literature
- Historical Studies
- Social Sciences

No more than two courses from a student's major may be counted toward the minor. At the discretion of the adviser, equivalent courses at other colleges may be substituted for Five College courses.

Language. Students interested in African studies are encouraged to study French or Portuguese. In addition, a student who has achieved intermediate-level competence in an African language may petition for this to count as one of the required courses in the field of arts, literature and humanities.

Students with required language proficiency may apply for the Five College Certificate in African Studies (see page 452).

Study Abroad. Students are encouraged to spend a semester or more in Africa. Information on current programs may be obtained from the African studies director and should be discussed with the minor adviser.

Courses

AFS 300 Capstone Colloquium in African Studies

Arts, Literature and Humanities

ARH 130 Introduction to Art History: Africa, Oceania and Indigenous Americas

CLT 205 20th-Century Literatures of Africa

CLT 266 South African Literature and Film

CLT 267 African Women's Drama

CLT 271 Writing in Translation: Bilingualism in the Post Colonial Novel

CLT 305 Studies in the Novel: The Modern African Novel: Texts and Issues

CLT 315 The Feminist Novel in Africa

DAN 377 Interpretation and Analysis of African Dance

FRN 230 Women Writers of Africa and the Caribbean

FRN 252 Cities of Light: Urban Spaces in Francophone Film

FRN 392 Seminar: Locating "la francophonie"

FYS 165 Childhood in African Literature

MUS 220 Topics in World Music: African Popular Music

PHY 254 African Philosophy

GOV 227 Contemporary African Politics

GOV 232 Women and Politics in Africa

GOV 233 Problems in Political Development

GOV 321 Seminar: The Rwanda Genocide in Comparative Perspective

GOV 347 Seminar: North Africa in the International System

Historical Studies

AAS 218 History of Southern Africa (1600–1900)

AAS 370 Seminar: Modern Southern Africa

HST 235 Africa Before and After Colonialism

HST 256 West Africa Since the 11th Century

HST 257 East Africa in the 19th and 20th Centuries

HST 259 Aspects of African History:
Topic: Development in Africa

HST 299 Ecology in Africa

Social Sciences

AAS 202 Topics in Black Studies: Anthropology of the African Diaspora

ANT 230 Africa: Population, Health and Environment Issues

ANT 271 Globalization and Transnationalism in Africa

ANT 272 Women in Africa

ANT 348 Seminar: Health in Africa

Afro-American Studies

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

^{†2}Paula J. Giddings, B.A.
Andrea Hairston, M.A. (Theatre and Afro-American
Studies)
Louis E. Wilson, Ph.D.

Associate Professors

^{†1}Kevin E. Quashie, Ph.D.
Daphne Lamothe, Ph.D., *Chair*

Assistant Professor

^{**1}Riché Barnes, Ph.D.

111 Introduction to Black Culture

An introduction to some of the major perspectives, themes and issues in the field of Afro-American studies. Our focus will be on the economic, social and political aspects of cultural production, and how these inform what it means to read, write about, view and listen to black culture. **{S}** 4 credits

Kevin Quashie

Offered Spring 2012

117 History of Afro-American People to 1960

An examination of the broad contours of the history of the Afro-American in the United States from ca. 1600–1960. Particular emphasis will be given to how Africans influenced virtually every aspect of U.S. society; slavery and constitutional changes after 1865; the philosophies of W.E.B. DuBois, Booker T. Washington, Marcus Garvey; and the rise and fall of racial segregation in the United States. **{H}** 4 credits

Louis Wilson

Offered Fall 2011

202 Topics in Black Studies

Topic: Black Music and Literature

The course will examine the interactions between different forms of African American music and literature. Music and literature will be considered in their historical and cultural contexts. Students will read works of fiction, poetry and drama that deal with or are inspired by black music, as well as theoretical discussions of American popular music and the formation of culture.

A key part of the course will be listening to and seeking to understand key examples of several genres of black music, from spirituals and work songs, to blues and jazz, to calypso and beyond. Texts may include fiction and poetry by Jean Toomer, Zora Hurston, Langston Hughes, Ralph Ellison, James Baldwin, Gayle Jones, Toni Morrison, Jean “Binta” Breeze and Kamau Brathwaite as well as a selection of essays and critical pieces that theorize race, culture, writing and music. **{L}** 4 credits

Daphne Lamothe

Offered Fall 2011

Topic: Afro-Americans and the Politics of Reparations (More than a Check)

Racial reparations continue to be one of the most explosive contemporary issues. Some argue that this country's history of enslavement renders some form of reparation necessary to the quest for social justice; and that understanding reparations is central to honest conversations about race and racism. Others argue that reparations for past injustices such as slavery are unfair, often refusing to discuss the topic altogether. This course is concerned with the historic and contemporary reparations debate as it pertains to African Americans. We will pay close attention to how historians, artists, legal scholars, community activists and legislators have approached this issue, and gauge its relevance in our “postracial” moment. Enrollment limited to 20. **{E}**

{H/S} 4 credits

Chris Timson

Offered Spring 2012

209 (C) Feminism, Race and Resistance: History of Black Women in America

This interdisciplinary course will explore the historical and theoretical perspectives of African American women from the time of slavery to the postcivil rights era. A central concern of the course will be the examination of how black women shaped and were shaped by the intersectionality of race, gender and sexuality in American culture. Not open to first-year students. Enrollment limited to 25. **{H}** 4 credits

Paula Giddings

Offered Fall 2011

212 Family Matters: Representation, Policy and the Black Family

In this course we will examine contemporary African-American families from both a sociocultural and socioeconomic perspective. We will explore the issues facing African American families as a consequence of the intersecting of race, class and gender categories of America. The aim of this course is to broaden the student's knowledge of the internal dynamics and diversity of African American family life and to foster a greater understanding of the internal strengths as well as the vulnerabilities of the many varieties of African American families. **{S}** 4 credits

Riché Barnes

Offered Fall 2011

245/ENG 282 The Harlem Renaissance

A study of one of the first cohesive cultural movements in African American history. This class will focus on developments in politics and civil rights (NAACP, Urban League, UNIA), creative arts (poetry, prose, painting, sculpture) and urban sociology (modernity, the rise of cities). Writers and subjects will include Zora Neale Hurston, David Levering Lewis, Gloria Hull, Langston Hughes and Nella Larsen. Enrollment limited to 40. **{L}** 4 credits

Daphne Lamothe

Offered Spring 2012

278 The '60s: A History of Afro-Americans in the United States From 1954 to 1970

An interdisciplinary study of Afro-American history beginning with the Brown decision in 1954. Particular attention will be given to the factors which contributed to the formative years of civil rights movements, black films and music of the era, the rise of black nationalism, and the importance of Afro-Americans in the Vietnam War. Recommended background: survey course

in Afro-American history, American history or Afro-American literature. Not open to first-year students. Prerequisite: 117; 270 or permission of the instructor. Enrollment limited to 40. **{H}** 4 credits

Louis Wilson

Offered Spring 2012

335 Seminar: Free Blacks in the U.S. Before 1865

A study of the history of free blacks from the 17th century to the abolition of slavery in 1865. A major problem created by the establishment of slavery based on race by the 1660s was what was to be the status of free blacks. Each local and state government addressed the political, economic and even religious questions raised by having free blacks in a slave society. This course will address a neglected theme in the history of the Afro-American experience, i.e., the history of free blacks before the passage of the 13th amendment. Recommended background: 117. **{H}** 4 credits

Louis Wilson

Offered Spring 2012

366 Seminar: Contemporary Topics in Afro-American Studies

Classic Black Texts (Capstone Course)

This seminar will study closely a dozen or so classic texts of the black canon. The intent here will be to look at each text in its specific historical context, in its entirety, and in relation to various trajectories of black history and intellectual formation. Though this course will necessarily revisit some works that a student might have encountered previously, its design is intended to consider these works in a more complete context than is possible in survey courses. Authors might include W.E.B. DuBois, Jean Toomer, Zora Neale Hurston, Ralph Ellison, Alice Walker, Toni Morrison, Rita Dove, Patricia Hill Collins, bell hooks, Lorraine Hansberry, Malcolm X, Marlon Riggs and Audre Lorde. This seminar serves as the capstone course required for all majors, including honors project students. **{L}** 4 credits

Daphne Lamothe

Offered Spring 2012

Ida B. Wells and the Struggle Against Racial Violence

Ida B. Wells (1862–1931) was a black investigative journalist who began, in 1892, the nation's first anti-lynching campaign. In her deconstruction of the reasons for, and response to, violence—and particularly lynching—she also uncovered the myriad components

of racism in a formative period of race relations that depended on ideas of emerging social sciences, gender identity and sexuality. The course will follow Wells' campaign and, in the process, study the profound intersections of race, class, gender and sexuality that have shaped American culture and history. **{H}** 4 credits

Paula Giddings

Offered Spring 2012

370 Seminar: Modern Southern Africa

In 1994 South Africa underwent a "peaceful revolution" with the election of Nelson Mandela. This course is designed to study the historical events that led to and followed this dramatic development in South Africa from 1948 to 2000. **{H/S}** 4 credits

Louis Wilson

Offered Fall 2011

400 Special Studies

By permission of the department, for junior and senior majors. 1–4 credits

Offered both semesters each year

Additional Courses Related to Afro-American Studies

As an interdisciplinary department, we encourage students to explore course opportunities in other departments and in the Five Colleges. Some examples are listed below. Students should check departmental entries to find out the year and semester particular courses are being offered.

- AMS 202 Methods in American Studies
Offered Fall 2011 and Spring 2012
- ANT 230 Africa: Population, Health and Environmental Issues
Offered Fall 2012
- ANT 271 Globalization and Transnationalism in Africa
Offered Spring 2013
- CLT 205 20th-Century Literature and Film
Offered Fall 2011
- CLT 266 South African Literature and Film
Offered Spring 2012
- ECO 230 Urban Economics
Offered Spring 2012
- ENG 199 Methods of Literary Study
Offered Fall 2011 and Spring 2012

- ENG 222 Medicine and Law in African Diasporic Literature: The 19th Century
Offered Fall 2011
- ENG 312 Converts, Criminals and Fugitives: Print Culture of the African Diaspora
Offered Spring 2012
- FYS 165 Childhood in African Literature
Offered Fall 2011
- GOV 204 Urban Politics
Offered Fall 2012
- GOV 227 Contemporary African Politics
Offered Spring 2012
- GOV 232 Women and Politics in Africa
Offered Fall 2011
- HST 235 Africa Before and After Colonialism
Offered Fall 2011
- HST 256 West Africa Since the 11th Century
Offered Spring 2012
- HST 259 Aspects of African History
Offered Fall 2011
- HST 265 Race, Gender and United States Citizenship, 1789–1861
Offered Fall 2011
- HST 270 Aspects of American History: The Black Atlantic
Offered Spring 2012
- HST 299 Ecology in Africa
Offered Spring 2012
- HST 371 Problems in 19th-Century United States History: African-American Women in Slavery and Freedom
Offered Fall 2011
- HST 372 Problems in American History: Peace and Empire in the Early Republic
Offered Spring 2012
- MUS 220 Master Musicians of Africa I: West Africa
Offered Spring 2012
- SOC 202 Quantitative Research Methods
Offered Spring 2012 and Spring 2013
- SOC 203 Qualitative Methods
Offered Spring 2012
- SOC 213 Race and National Identity in the United States
Offered Spring 2012
- SOC 218 Urban Sociology
Offered Spring 2011
- SWG 201 Queer Black Studies: An Introduction*
Offered Spring 2012

*These courses are cross-listed with Afro-American studies.

The Major

Requirements for the Major

Eleven four-credit courses as follows:

1. Three required courses: 111, 112 and 117.
2. General concentration: four 100- and 200-level courses, one of which must have a primary focus on the African diaspora. Courses at the 300 level may also be used when appropriate.
3. Advanced concentration: three courses organized thematically or by discipline. Of the three courses, one must be at the 300 level; and one must have a primary focus on the African diaspora.
4. The designated capstone seminar in the junior or senior year. The course is required of all majors, including honors project students.

The Minor

Requirements for the Minor

Six four-credit courses as follows:

1. Two of the three required courses: 111, 112 and 117.
2. Four elective courses, one of which must be a seminar or a 300-level class, and one of which must have a primary focus on the African diaspora.

Adviser for Study Abroad: Riché Barnes

Honors

Director: Daphne Lamothe

430d Honors Project

8 credits

Full-year course; Offered each year

431 Honors Project

8 credits

Offered each Fall

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

American Ethnicities

Visiting faculty and some lecturers are generally appointed for a limited term.

Visit www.smith.edu/catalog for current course information.

The following courses have been revised or added to the curriculum as a result of the American Ethnicities (Diversity) Seminar held at Smith. They represent a sampling of courses in the curriculum that focus on ethnic diversity in the United States.

AAS 245/ENG 282 The Harlem Renaissance

A study of one of the first cohesive cultural movements in African American history. This class will focus on developments in politics and civil rights (NAACP, Urban League, UNIA), creative arts (poetry, prose, painting, sculpture) and urban sociology (modernity, the rise of cities). Writers and subjects will include Zora Neale Hurston, David Levering Lewis, Gloria Hull, Langston Hughes and Nella Larsen. Enrollment limited to 40. **[L]** 4 credits

Daphne Lamothe

Offered Spring 2012

ANT 240 Anthropology of Museums

This course critically analyzes how the museum enterprise operates as a social agent in both reflecting and informing public culture. The relationship between the development of anthropology as a discipline and the collection of material culture from colonial subjects will be investigated, and contemporary practices of self-representation explored. Topics include the art/artifact debate, lynching photography, plantation museums, the formation of national and cultural identity, commodification, consumerism, repatriation, and contested ideas about authenticity and authority. The relationship of the museum to a diverse public with contested agendas will be explored through class exercises, guest speakers, a podcast student project, field trips and written assignments. Effective Spring 2008: Prerequisite: ANT 130 or permission of the instructor. **(TI) [S/H]** 4 credits

Not offered 2011–12

ARH 101 Approaches to Visual Representation (C)

Topic: Advertising and Visual Culture. By analyzing advertisements—from ancient Pompeian shop signs and graffiti to contemporary multimedia appropriations—this course will seek to understand how images function in a wide array of different cultures. In developing a historical sense of visual literacy, we'll also explore the shifting parameters of "high" art and "low" art, the significance of advertising in contemporary art, and the structuring principles of visual communication. **[H/A]** 4 credits

Laura Kalba

Offered Fall 2011

ARH 289/LAS 202 Talking Back to Icons: Latino/a Artistic Expression

This course focuses on Latino/a artistic cultures and the role of icons in representation. We examine visual images, poster and comic book art, music, poetry, short stories, theater, performance art and film, asking: What is a cultural icon? Our perspective stretches across time, addressing the conquest of the Americas, the Treaty of Guadalupe Hidalgo, the annexation of Puerto Rico, the Chicano/a movement and contemporary transmigration of peoples from the Caribbean. Among the icons we discuss: Che Guevara, the Virgin of Guadalupe and Selena. Prerequisite: one course in Latino/a or Latin American art or permission of the instructors. Reading knowledge of Spanish recommended. Enrollment limited to 35. **[A/L]** 4 credits

Not offered 2011–12

EDC 200 Education in the City

This course explores how the challenges facing schools in America's cities are entwined with social, economic and political conditions present within the urban environment. Our essential question asks: how have urban

educators and policy makers attempted to provide a quality educational experience for youth when issues associated with their social environment often present significant obstacles to teaching and learning? Using relevant social theory to guide our analyses, we'll investigate school reform efforts at the macrolevel by looking at policy-driven initiatives such as high-stakes testing, vouchers, and privatization and at the local level by exploring the work of teachers, parents, youth workers and reformers. There will be fieldwork opportunities available for students. Enrollment limited to 35.

{S} 4 credits

Sam Intrator

Not offered 2011–12

ENG 239 American Journeys

A study of American narratives, from a variety of ethnic traditions and historical eras, that explore the forms of movement—immigration, migration, boundary crossing—so characteristic of American life. Emphasis on each author's treatment of the complex encounter between new or marginalized Americans and an established culture, and on definitions or interrogations of what it might mean to be or become "American." **{L}** 4 credits

Richard Millington

Not offered 2011–12

MUS 205 Topics in Popular Music

Topic: Ethnicity, Race and Popular Song in the United States from Stephen Foster to Elvis Presley.

From the early 19th-century Irish Melodies of Thomas Moore to contemporary hip-hop, popular vocal music in the United States has been tied to processes of ethnic and racial formation. This course will examine how some ethnic and racial minorities in America (African, Jewish, Chinese, Latino) were portrayed through the medium of commercially published popular song in the period ca. 1850–1950. Questions of historical and cultural context will be considered, but the emphasis will be on the relationship (or nonrelationship) between music and text. Readings in history, sociology and cultural studies as well as music history. Listening, viewing videos and consultation of online resources. A reading knowledge of music is not required. **{A/H}** 4 credits

Not offered 2011–12

PHI 246 Race Matters: Philosophy, Science and Politics

This course will examine the origins, evolution and contemporary status of racial thinking. It will explore how religion and science have both supported and rejected notions of racial superiority, and how preexisting European races became generically white in Africa, Asia and the Americas. The course will also examine current debates concerning the reality of racial differences, the role of racial classifications and the value of racial diversity. **{H/S}** 4 credits

Not offered 2011–12

PSY 313 Research Seminar in Psycholinguistics

Topic: Assessing Pragmatics in Child Language. The seminar will explore the topic of pragmatics in child language: how language is used in the service of social discourse. How do children learn to take others' point of view, to use language for different communicative purposes, to understand nonliteral language such as sarcasm? We will explore a variety of topics, including new methods of assessment, and discuss throughout the special challenges of pragmatics in children with autism. Prerequisite: PSY/PHI 213, PHI 236, PSY 233, EDC 235 or permission of the instructor. **{N}** 4 credits

Not offered 2011–12

REL 266 Buddhism in America

Almost 50 different Buddhist groups can be found within a 20-mile radius of the Smith campus. This class will explore the way Buddhism is practiced and conceptualized by some of the more prominent and representative groups in the area, as a perspective from which to reflect on the broader phenomenon of Buddhism in America. It will involve participant observation, field trips and class visits from some of the area's teachers. Enrollment limited to 25. **{H}** 4 credits

Peter N. Gregory

Not offered 2011–12

SOC 213 Race and National Identity in the United States

This course explores sociology of a multiracial and ethnically diverse society. Includes comparative examinations of several American groups and subcultures. Enrollment limited to 35. **{S}** 4 credits

Ginetta Candelario

Offered Spring 2012

SOC 314 Seminar in Latina/o Identity

Topic: Latina/o Racial Identities in the United States.

This seminar will explore theories of race and ethnicity, and the manner in which those theories have been confronted, challenged or assimilated by Latinas/os in the United States. Special attention will be paid to the relationship of Latinas/os to the white/black dichotomy. A particular concern throughout the course will be the theoretical and empirical relationship between Latina/o racial, national, class, gender and sexual identities. Students will be expected to engage in extensive and intensive critical reading and discussion of course texts. 4 credits

Ginetta Candelario

Not offered 2011–12

SWG 260 The Cultural Work of Memoir

This course will explore how queer subjectivity intersects with gender, ethnicity, race and class. How do individuals from groups marked as socially subordinate or non-normative use life-writing to claim a right to write? The course uses life-writing narratives, published in the United States over roughly the last 30 years, to explore the relationships among politicized identities, communities and social movements. Students also practice writing memoirs. Prerequisites: SWG 150 and a literature course. {L/H} 4 credits

Susan Van Dyne

Not Offered 2011–12

THE 141 Acting I

Introduction to physical, vocal and interpretative aspects of performance, with emphasis on creativity, concentration and depth of expression. Enrollment limited to 14. {A} 4 credits

To be announced

Offered Fall 2011

Topic: Acting Fundamentals for Majors

A more focused approach to acting for those students with some acting experience and for those who intend to major in theatre, encompassing foundational skills; the development of a personal warm-up; and work on script analysis, character building, scoring the role and creating ensemble. We work on both developing truthful responses to imaginary circumstances and exploring the worlds of the text. Enrollment limited to 14.

Ellen W. Kaplan, Fall 2011

Daniel Elibu Kramer, Spring 2012

Offered Fall 2011, Spring 2012

THE 213 American Theatre and Drama

This course will discuss issues relevant to theatre history and practices, as well as dramatic literature, theories and criticism of 18th-, 19th- and 20th-century America, including African American, Hispanic American, Asian American, and gay and feminist theatre and performance. Lectures, discussions, and presentations will be complemented by video screenings of recent productions of some of the plays under discussion.

{L/H/A} 4 credits

Kiki Gounaridou

Offered Spring 2012

American Studies

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Rosetta Marantz Cohen, Ed.D., Professor of Education and Child Study

Daniel Horowitz, Ph.D., Professor of American Studies and of History

Richard Millington, Ph.D., Professor of English Language and Literature

Michael Thurston, Ph.D., Professor of English Language and Literature, *Director*

Floyd Cheung, Ph.D., Associate Professor of English Language and Literature

Kevin Rozario, Ph.D., Associate Professor of American Studies

*¹ Steve Waksman, Ph.D., Associate Professor of Music

Nan Wolverton, Ph.D., Lecturer

Kerry Buckley, Ph.D., Lecturer

Timothy Eriksen, Lecturer

Lane Hall-Witt, *Director*, American Studies Diploma Program

Dorothy Moss, Ph.D., Lecturer

Joan Leiman Jacobson Visiting Nonfiction Writer

Russ Rymer

Research Associates

Kerry Buckley, Ph.D.

W.T. Lhamon Jr., Ph.D.

Sherry Marker, M.A.

Barry Werth, M.S.

American Studies Committee

Rosetta Marantz Cohen, Ed.D., Professor of Education and Child Study

Daniel Horowitz, Ph.D., Professor of American Studies and of History

Richard Millington, Ph.D., Professor of English Language and Literature

Christine Shelton, M.S., Professor of Exercise and Sport Studies

Michael Thurston, Ph.D., Professor of English Language and Literature

**¹ Susan R. Van Dyne, Ph.D., Professor of the Study of Women and Gender

Louis Wilson, Ph.D., Professor of Afro-American Studies

Justin D. Cammy, Associate Professor of Jewish Studies

Floyd Cheung, Ph.D., Associate Professor of English Language and Literature

*¹ Jennifer Guglielmo, Ph.D., Associate Professor of History

*¹ Alice Hearst, J.D., Associate Professor of Government

Alexandra Keller, Ph.D., Associate Professor of Film Studies

Daphne Lamothe, Ph.D., Associate Professor of Afro-American Studies

Kevin Rozario, Ph.D., Associate Professor of American Studies

*¹ Steve Waksman, Ph.D., Associate Professor of Music

*² Frazer Ward, Ph.D., Associate Professor of Art

Nina Antonetti, Assistant Professor of Landscape Studies

*² Elizabeth Stordeur Pryor, Ph.D., Assistant Professor of History

Andrea Stone, Ph.D., Assistant Professor of English

Sherrill Redmon, Director of the Sophia Smith

Collection

Lane Hall-Witt, *Director*, American Studies Diploma Program

100 Ideas in American Studies

Topic: Thinking through Disability. Over the last decade or so, an energetic activism around disability (including blindness, deafness, mobility impairments, etc.) has been joined by a rich and varied scholarly

discourse exploring embodiment and identity. Disability Studies has emerged as an exciting field in which scientific, social, political, cultural and economic factors intersect. This course seeks to introduce this field of inquiry through a series of lectures that address

disability from the perspectives of social policy, history, literary and artistic representation, and cultural and political theory. 1 credit

Kevin Rozario, Michael Thurston

Offered Spring 2012

201 Introduction to the Study of American Society and Culture

An introduction to the methods and concerns of American studies through the examination of a critical period of cultural transformation: the 1890s. We will draw on literature, painting, architecture, landscape design, social and cultural criticism, and popular culture to explore such topics as responses to economic change, ideas of nature and culture, America's relation to Europe, the question of race, the roles of women, family structure, social class and urban experience. Open to all first- and second-year students, as well as to junior and senior majors. (L/H) 4 credits

Lane Hall-Witt, Richard Millington, Kevin Rozario

Spring 2012

Offered Spring 2012, Spring 2013

LAS 201 Colloquium in Latin American and Latino/a Studies

Topic: *Negotiating the Borderlands: Text. Film. Music*. Its centrality in cultural theories about post-national spaces has transformed the contact zone of the U.S.-Mexico borderlands into a provocative object of study. On one hand, "la frontera" has become a dynamic theoretical abstraction, a metaphorical borderland that in some cases runs the risk of erasing its own geopolitical specificity. On the other hand, critical perspectives that have privileged the U.S. gaze "southward" have often reproduced power relationships constructed on a north-south continuum that reinforce and solidify imperialist practices as well as nationalist discourses (on both sides of the border). In this course, we will study texts, films and music produced in and about the U.S.-Mexico borderlands that negotiate and challenge these issues of representation in the material as well as "imagined" space of the borderlands. (L/H/A) 4 credits

Michelle Joffroy

Offered Fall 2011

202 Methods in American Studies

A multidisciplinary exploration of different research methods and theoretical perspectives (Marxist, feminist, myth-symbol, cultural studies) in American studies.

Prerequisite: AMS 201 or permission of the instructor.

Enrollment limited to American studies majors. (H/S) 4 credits

Daniel Horowitz, Fall 2011

Kevin Rozario, Spring 2012

Offered both semesters each year

205/MUS 205 Topics in Popular Music

Topic for Fall 2011: *The Sacred Harp: A 19th Century American "Shape-Note" Tunebook*. This course will examine the vibrant music, singing traditions and cultural history of the venerable American shape-note tunebook *The Sacred Harp*. First published in Georgia in 1844, the book is significant not only as an important repository of early American vernacular hymnody but also as the focus of a continuing musical tradition. We will examine *The Sacred Harp* and its music in the context of the ideas, movements, places, practices, men and women that shaped it, with special attention to (1) early history and propagation of *The Sacred Harp* among men and women of the primarily rural South, and (2) "pre-history" of shape-note music in the Northampton, Mass., area. Weekly readings and assignments will be supplemented with hands-on experience, including group singing from the shape-note notational system and conducting archival research on local music history. The ability to read western notation is not required, although some prior experience with music making would be helpful. To be offered once only. (E) (A) 4 credits

Timothy Eriksen

Offered Fall 2011

220 Colloquium

Culture and Community in Northampton, Massachusetts: 1654 to the Present

For 350 years, many of the main currents of American history have flowed through Northampton, Mass.

Viewing these developments in microcosm provides a unique perspective on important social, political and cultural issues of successive eras. Using documentary sources and contemporary scholarship, this course will explore such topics as 17th-century settlement and Native American conflict; 18th-century revivalism and revolution; 19th-century romanticism, reform and industrial development; and 20th-century social dynamics and political culture through the lens of local experience. Enrollment limited to 20. (E) 4 credits

Kerry Buckley

Offered Fall 2011

230 The Asian American Experience

Topic: Narratives of Internment. From 1942 until 1945, over 120,000 Japanese and Japanese American residents and citizens of the United States and Canada were forcibly removed from their homes and sent to internment camps. Since the 1940s, historians, novelists, poets, filmmakers, visual artists, psychologists and many others have narrated the experience of those interned. These narratives seek not only to tell stories but also to investigate the ironies, contradictions, and paradoxes that led to internment, oversaw its execution, and continue to linger. This course will engage meditatively and critically with selected narratives of internment, such as novels by John Okada and Rahna Reiko Rizzuto, poetry by Mitsuye Yamada, photographs by Ansel Adams, films by the U.S. Office of War Information and Cynthia Fujikawa, psychological studies by Donna Nagata, and histories by Michi Weglyn and Roger Daniels. Admission by permission of the instructor. Enrollment limited to 25. **{H/L}** 4 credits

Floyd Cheung

Offered Spring 2012

235 American Popular Culture

An analytical history of American popular culture since 1865. We start from the premise that popular culture, far from being merely a frivolous or debased alternative to high culture, is an important site of popular expression, social instruction and cultural conflict. We examine theoretical texts that help us to "read" popular culture, even as we study specific artifacts, from television shows to Hollywood movies, the pornography industry to spectator sports, and popular music to theme parks. We pay special attention to questions of desire and to the ways popular culture has mediated and produced pleasure, disgust, fear and satisfaction. Alternating lecture/discussion format. Admission by permission of the instructor. Enrollment limited to 35. **{H/S}** 4 credits

Kevin Rozario

Offered Fall 2011

302 Seminar: The Material Culture of New England, 1630–1860

Using the collections of Historic Deerfield, Inc., and the environment of Deerfield, Mass., students explore the relationship of a wide variety of objects (architecture, furniture, ceramics and textiles) as well as landscapes

to New England's history. Classes are held in Old Deerfield, MA. Admission by permission of the instructor.

{H/A} 4 credits

Nan Wolverton

Offered Spring 2012, Spring 2013

PRS 324 Computers, the Internet and American Culture

This course blends computer science and cultural studies to examine the digital revolution as a transformative technological and social phenomenon. What desires, interests, acts of scientific imagination and institutions have propelled the Internet to such prominence in our lives? How have personal digital technologies rewired us by transforming commerce, journalism, political activism, consumer behaviors and social relationships? What are the implications for identity and social organization in an era of identity theft, social networking, and ongoing struggles between corporations and net-neutrality advocates to shape future ownership and use rights of the Internet? Open to students interested in computer science and cultural studies. Prerequisite: some preference may be given to those who have taken CSC 102 or AMS 202. Admission by permission of the instructor. Enrollment limited to 15 juniors and seniors. (E) **{S}** 4 credits

Nicholas Howe (Computer Science) and Kevin Rozario (American Studies)

Offered Fall 2011

340 Symposium in American Studies

Limited to senior majors.

The United States as a Consumer Society

Among the issues we will consider are: In what ways is shopping a social, moral or political experience? What does it mean to look at travel sites that offer a view of history (Historic Deerfield and Yankee Candle Company, for example) as part of a consumer's experience? What is the relationship between consumer culture and public life or political participation (such as protests against the World Trade Organization or boycotts against goods produced under oppressive conditions)? How does the experience of shopping vary with one's race, class, gender or sexuality? Admission by permission of the instructor. Enrollment limited to 15. **{H/S}** 4 credits

Daniel Horowitz

Offered Fall 2011

341 Symposium in American Studies

Limited to senior majors.

Culture, Politics and the Public Sphere

Where does "the public" lie in American society? What is the role of culture in shaping our sense of public life and its political possibilities? This seminar will examine the concept of the "public sphere" and consider the ways in which we can use this concept to understand key aspects of American culture and society from the 19th century to the present. The public sphere can be understood as a cornerstone of modern democracy; it is, ideally, the sphere in which we engage in debate over the values and practices that should govern our collective life. Yet the public sphere can also be a mechanism for excluding certain people from participation in the shared culture or politics of the nation, or silencing certain voices or forms of expression. Reading a mix of theoretical and historical works, we will reflect on such topics as the role of arts and media in creating a sense of public participation, the relationship between public life and consumer capitalism, and the role of censorship in defining the limits of acceptable public expression. 4 credits

Steve Waksman

Offered Spring 2012

351/ENG 384 Writing About American Society

In this course, students will develop their skills in narrative, long-form nonfiction writing as they explore the ways that science and technology are transforming American culture. We will analyze science writing by authors ranging from John McPhee to Elizabeth Kolbert, and discuss issues ranging from social networking to research into the origins of life. Students will write several original essays and reported pieces during the semester. Admission by permission of the instructor, based on submitted writing samples. Enrollment limited to 15. [L/S] 4 credits

Russ Rymer

Offered Spring 2012

400 Special Studies

Admission by permission of the instructor and the director. 1 to 4 credits

Offered both semesters each year

408d Special Studies

Admission by permission of the instructor and the director. 8 credits

Full-year course; Offered each year

Internship at the Smithsonian Institution

To enable qualified students to examine, under the tutelage of outstanding scholars, some of the finest collections of materials relating to the development of culture in America, the American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. The academic program consists of a seminar taught by a scholar at the Smithsonian, a tutorial on research methods, and a research project under the supervision of a Smithsonian staff member. The project is worth eight credits. Research projects have dealt with such topics as the northward migration of blacks, women in various sports, a history of Western Union, Charles Willson Peale's letters, the rise of modernism in American art, and the use of infant baby formula in the antebellum South.

Interns pay tuition and fees to Smith College but pay for their own room and board in Washington. Financial aid, if any, continues, as if the student were a resident in Northampton.

The program takes place during the fall semester. It is not limited to American studies majors. Students majoring in art, history, sociology, anthropology, religion and economics are especially encouraged to apply. Those in project-related disciplines (e.g., art history) may consult their advisers about the possibility of earning credit toward the major for work done on the internship. Applications will be available at the beginning of the second semester.

410 Tutorial on Research Methods at the Smithsonian

Individual supervision by a Smithsonian staff member. Given in Washington, D.C. [H/S] 4 credits

Rosetta Marantz Cohen, Director

Offered Fall 2011, Fall 2012

411 Seminar: American Culture: Conventions and Contexts

Exhibiting Culture: An Introduction to Museum Studies in America. This seminar examines the history, functions and meanings of museums in society, focusing primarily on the art museum in the United States. Drawing on the ever-growing literature on museology, we will look critically at the ways that museums—through their policies, programs, architecture and exhibitions—can define regional or national values, shape cultural attitudes and identities, and influ-

ence public opinion about both current and historical events. As the course is concerned with both theory and practice and the intersection of the two, we will make use of the rich resources of the Smithsonian as well as other museums in Washington, D.C. Class discussion will be balanced with behind-the-scenes visits/field trips to museums, where we will speak with dedicated professionals who are engaged in innovative and often challenging work in the nation's capital. (Open only to members of the Smithsonian Internship Program. Given in Washington, D.C.) **{H}** 4 credits

Dorothy Moss

Offered Fall 2011, Fall 2012

412 Research Project at the Smithsonian Institution

Tutorial supervision by Smithsonian staff members.

Given in Washington, D.C. **{H/S}** 8 credits

Rosetta Marantz Cohen, Director

Offered Fall 2011, Fall 2012

Requirements for the American Studies Major

Advisers: Nina Antonetti, Justin Cammy, Floyd Cheung, Rosetta Marantz Cohen, Jennifer Guglielmo, Alice Hearst, Daniel Horowitz, Alexandra Keller, Daphne Lamothe, Richard Millington, Elizabeth Stordeur Pryor, Kevin Rozario, Christine Shelton, Andrea Stone, Michael Thurston, Susan Van Dyne, Steve Waksman, Frazer Ward, Louis Wilson

Because of the wide-ranging interests and methods included within the interdisciplinary American Studies Program, careful consultation between a student and her adviser is crucial to the planning of the major.

In order to structure their studies of American society and culture, majors will select a focus—such as an era (antebellum America, the 20th century) or a topical concentration (ethnicity and race, urban life, social policy, material culture, the family, industrialization, the arts, the media, popular culture, comparative American cultures)—which they will explore in at least four courses. It is expected that several courses in the major will explore issues outside the theme.

Because American studies courses are located primarily in two divisions, humanities and social sciences, students are to balance their studies with courses in each. Courses taken S/U may not be counted toward the major.

Requirements: 12 semester courses, as follows:

1. 201 and 202;
2. Eight courses in the American field. At least four must be focused on a theme defined by the student. At least two courses must be in the humanities and two in the social sciences. At least two must be devoted primarily to the years before the 20th century. At least one must be a seminar, ideally in the theme selected (340/341 does not fulfill the seminar requirement). Students writing honors projects are exempt from the seminar requirement;
3. International comparison. In order to foster international perspectives and to allow comparisons with the American experience, all majors must take a course dealing with a nation or society other than the United States, a course preferably in the area of the student's focus;
4. 340 or 341.

Adviser for Study Abroad: Kevin Rozario

Honors Director: Kevin Rozario

430d Honors Project

8 credits

Full-year course; Offered each year

431 Honors Project

8 credits

Offered Fall 2011, Fall 2012

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Diploma in American Studies

Director: Lane Hall-Witt

A one-year program for foreign students of advanced undergraduate or graduate standing.

Requirements: American Studies 555; five additional courses in American studies or in one or more of the related disciplines. Students who choose to write a

thesis and whose projects are approved will substitute American Studies 570, Diploma Thesis, for one of the additional courses.

555 Seminar: American Society and Culture

"Freedom" has long been a defining ideal of U.S. life, passionately desired and intensely contested. This course will investigate freedom in its cultural and social aspects. How did the ideals of freedom become so intimately associated with "America," and specifically with the United States of America? How have various dispossessed peoples—slaves, immigrants, women, racial and ethnic minorities, colonized populations—looked to the ideals and practices of U.S. freedom to sustain their hopes and inform their actions? How have progressive and conservative reform movements fashioned myths of freedom to support their aspirations? How have ideals of freedom shaped the various roles the United States plays in the world? How should we assess the institutional framework that underlies the implementation of freedom as a way of life in the United States—democratic politics, representative governance and market capitalism. This course is restricted to students in the Diploma Program in American Studies. 4 credits

Lane Hall-Witt

Offered Fall 2011, Fall 2012

570 Diploma Thesis

4 credits

Lane Hall-Witt

Offered Spring 2012, Spring 2013

Ancient Studies

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Advisers

Scott Bradbury, Professor of Classical
Languages and Literatures

Patrick Coby, Professor of Government, *Director*,
Spring 2012

Joel Kaminsky, Professor of Religion

Barbara Kellum, Professor of Art

^{**1} Susan Levin, Professor of Philosophy, *Director*, Fall
2011

Richard Lim, Professor of History

^{**1} Suleiman Mourad, Professor of Religion

The minor in ancient studies provides students with the opportunity to consolidate a program of study on the ancient Mediterranean and Near Eastern worlds based on a variety of disciplinary perspectives. Courses in history, art, religion, classics, government, philosophy and archaeology make up the minor. Students shape their own programs, in consultation with their advisers, and may concentrate on a particular civilization or elect a cross-civilizational approach. No languages are required.

The Minor

Requirements: Six courses, in no fewer than three departments, selected from the list of related courses below. (Other courses may count toward the minor with permission of the student's adviser.)

Related Courses

Please see home department for complete course descriptions.

ARH 216 The Art and Architecture of the Roman World

Barbara Kellum

Offered Fall 2011

ARH 315 Studies in Roman Art

Topic: At Home in Pompeii

Barbara Kellum

Offered Spring 2012

HST 202 Ancient Greece

Richard Lim

Offered Fall 2012

HST 203 Alexander the Great and the Hellenistic World

Richard Lim

Offered Spring 2013

HST 204 The Roman Republic

Richard Lim

Offered Fall 2011

HST 205 The Roman Empire

Richard Lim

Offered Spring 2012

HST 206 Aspects of Ancient History

Topic: Greek and Roman Slavery

Richard Lim

Offered Spring 2012

PHI 124 History of Ancient and Medieval Western Philosophy

Susan Levin

Offered Fall 2011

REL 162 Introduction to the Bible I

Joel Kaminsky

Offered Fall 2011

REL 213 Prophecy in Ancient Israel

Joel Kaminsky

Offered Spring 2012

REL 215 Introduction to the Bible II*Scott Brand***Offered Spring 2012**

Courses that count toward the minor but are not offered in 2011–12 include:

- ARH 208 The Art and Architecture of Ancient Greece
- ARH 212 Ancient Cities and Sanctuaries
- ARH 285 Great Cities: Pompeii
- ARH 352 Hellenistic Art and Architecture
- CLS 235 Life and Literature in Ancient Rome
- FYS 163 The Holy Land
- GOV 261 Ancient and Medieval Political Theory
- PHI 324 Seminar in Ancient Philosophy
- REL 211 Wisdom Literature and Other Books in the Bible
- REL 216 Topics in Biblical Studies: Archaeology and the Bible: From Ancient Israel to Early Judaism and Christianity
- REL 219 Christian Origins: Archaeological and Socio-Historical Perspectives
- REL 247 The Qur'an
- REL 345 The Making of Muhammad

Anthropology

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

Donald Joralemon, Ph.D., *Chair*

^{†1} Elliot Fratkin, Ph.D.

Associate Professor

Suzanne Z. Gottschang, Ph.D.

Assistant Professors

^{**1} Fernando Armstrong-Fumero, Ph.D.

^{*2} Caroline Melly, Ph.D.

^{**2} Elizabeth Klarich, Ph.D.

Lecturers

David Strohl, M.A.

Suzanne Menair, M.A.

Associated Faculty

Adrienne Andrews, Ph.D.

Margaret Sarkissian, Ph.D.

Riché Barnes, M.A.

Students are strongly encouraged to complete ANT 130 before enrolling in intermediate courses. First-year students must have the permission of the instructor for courses above the introductory level.

130 Introduction to Cultural Anthropology

The exploration of similarities and differences in the cultural patterning of human experience. The comparative analysis of economic, political, religious and family structures, with examples from Africa, the Americas, Asia and Oceania. The impact of the modern world on traditional societies. Several ethnographic films are viewed in coordination with descriptive case studies. Limited to first years and sophomores. Total enrollment of each section limited to 25. **[S]** 4 credits
Suzanne Gottschang, Donald Joralemon, David Strohl, Fall 2011

David Strohl, To be announced, Spring 2012

Offered both semesters each year

135/ARC 135 Introduction to Archaeology

The study of past cultures and societies through their material remains. How archaeologists use different field methods, analytical techniques and theoretical approaches to investigate, reconstruct, and learn from the past. Data from settlement surveys, site excavations and artifact analyses are used to address economic,

social, political and ideological questions across time and space. Course taught from an anthropological perspective, exploring key transitions in human prehistory, including the origins of food production, social inequality and state-level societies across the globe. Relevance of archaeological practice in modern political, economic and social contexts is explored. Limited to first years and sophomores. Enrollment limited to 30. **[N/S]** 4 credits

Elizabeth Klarich

Offered Fall 2011, Fall 2012

200 Colloquium in Anthropology

This course is designed to introduce students to the variety of methods of inquiry used for research in anthropology. Students will be introduced to methods of locating and analyzing information and sources, developing research questions and writing. Course topics will vary. Normally taken in the sophomore or junior year. Prerequisite: ANT 130. Enrollment limited to anthropology majors and minors. 4 credits

Topic for 2012: Internet Connections and Digital Divides

This course will critically examine the transformative impact of the Internet and related technological innovations from an anthropological perspective. We will

explore these issues from various geographical locations to better understand how the Internet is reshaping ideas about participation, geography and space, global access to information and mobility. We will pay particular attention to the emergent inequalities, opportunities and identities that are created as certain people and places become "wired." **{S}** 4 credits

Caroline Melly

Offered Spring 2012

Topic for 2013: To be announced

Elliot Fratkin

Offered Spring 2013

AG: ANT 220 Collecting the Past: Art and Artifacts of the Ancient Americas

Early European explorers, modern travelers, collectors, curators and archaeologists have contributed to the development of ancient Latin American collections in museums across the globe. This course traces the history of these collecting practices and uses recent case studies to demonstrate how museums negotiate—successfully and unsuccessfully—the competing interests of scholars, donors, local communities and international law. Students will learn how archaeologists study a variety of artifact types within museum collections and will have the opportunity to conduct independent research projects using pre-Columbian pottery collections from the museum. Enrollment limited to 15.

Elizabeth Klarich

Offered Spring 2012 at Amherst College

MHC: ANT 216 The Archaeology of Food

This course explores how and why humans across the globe began to domesticate plant and animal resources approximately 10,000 years ago. The first half of the course presents the types of archaeological data and analytical methods used to study the "agricultural revolution." The second half examines case studies from the major centers of domestication in order to investigate the biological, economic and social implications of these processes. Special emphasis will be placed on exploring the relationship between agriculture and sedentism, food and gender, the politics of feasting, and methods for integrating archaeological and ethnographic approaches to the study of food.

Elizabeth Klarich

Offered Fall 2011 at Mount Holyoke College

221 Archaeological Method, Theory and Practice

The theoretical foundations of archaeological research, variety of methods available to analyze material culture, interpretation of results and ethical considerations of practicing archaeology in the United States and abroad. Course provides students with a solid foundation for evaluating and contextualizing current methodological and theoretical trends within archaeology. Case studies illustrate the diversity of archaeological thought, interdisciplinary approaches to studying material culture, and innovative directions in the field of anthropological archaeology. The roles and responsibilities of archaeologists in heritage management, museum development and community outreach. Anthropology 130 and 135 recommended but not required. **{S}** 4 credits

Elizabeth Klarich

Offered Spring 2012

230 Africa: Population, Health and Environment Issues

This course looks at peoples and cultures of Africa with a focus on population, health and environmental issues on the African continent. The course discusses the origin and growth of human populations; distribution and spread of language and ethnic groups; the variety in food production systems (foraging, fishing, pastoralism, agriculture, industrialism); demographic, health; and environmental consequences of slavery, colonialism, and economic globalization; and contemporary problems of drought, famine and AIDS in Africa. Prerequisite: ANT 130 or permission of the instructor. Enrollment limited to 30. **{S/N}** 4 credits

Elliot Fratkin

Offered Fall 2012

233 History of Anthropological Theory

This course reviews the major theoretical approaches and directions in cultural anthropology from the late 19th century to the present. These approaches include social organization and individual agency, adaptation and evolution of human culture, culture and personality, economic behavior, human ecology, the anthropology of development and change, and postmodern interpretation. The works of major anthropologists are explored, including Franz Boas, Bronislaw Malinowski, Margaret Mead E.E., Evans-Pritchard, Claude Lévi-Strauss, Marvin Harris, Eric Wolf, Clifford Geertz and Sherry Ortner. Prerequisite: ANT 130 or permission of the instructor. (TI) 4 credits

Fernando Armstrong-Fumero

Offered Fall 2011, Fall 2012

234 Culture, Power and Politics

This course is a general introduction to anthropological analysis of politics and the political. Through a broad survey of anthropological texts and theories, we will explore what an ethnographic perspective can offer to our understanding of power and government. Special emphasis is placed on the role of culture, symbols and social networks in the political life of local communities. Examples will be drawn from a number of case studies in Africa, East Asia, Latin America and the United States, and range in scale from studies of local politics in small-scale societies to analyses of nationalism and political performance in modern nation-states. Enrollment limited to 30. **{S}** 4 credits

Fernando Armstrong-Fumero

Offered Fall 2011

237 Native South Americans

Archaeology and ethnography are combined to survey the history and cultures of indigenous South America, from the earliest settlements to contemporary communities. Topics include early migration, cultural classifications, pre-Hispanic sociopolitical patterns, native cosmologies and ecological adaptations, challenges to cultural survival and indigenous mobilizations. **{N/S}** 4 credits

Donald Joralemon

Offered Spring 2013

241 Anthropology of Development

The Anthropology of Development compares three explanatory models—modernization theory, dependency theory and indigenous or alternative development—to understand social change today. Who sponsors development programs and why? How are power, ethnicity and gender relations affected? How do anthropologists contribute to and critique programs of social and economic development? The course will discuss issues of gender, health care, population growth, and economic empowerment with readings from Africa, Asia, Oceania and Latin America. Not open to first-year students. Prerequisite: ANT 130 or permission of the instructor. Enrollment limited to 30. **{S}** 4 credits

Elliot Fratkin

Offered Fall 2012

248 Medical Anthropology

The cultural construction of illness through an examination of systems of diagnosis, classification and therapy in both non-Western and Western societies. Special

attention given to the role of the traditional healer. The anthropological contribution to international health care and to the training of physicians in the United States. Enrollment limited to 30. **{S/N}** 4 credits

Donald Joralemon

Offered Fall 2011, Fall 2012

249 Visual Anthropology

This course considers the unique perspectives, techniques and theories that anthropology offers for understanding the visual world. We focus on the production of visual materials (photographs and films, in particular) by anthropologists, as well as on the anthropological analysis of visual artifacts produced by other people. We will consider the historical (particularly colonial) legacies of visual anthropology as well as its current manifestations and contemporary debates. Particular attention will be paid to issues of representation, authority, authenticity and circulation of visual materials. Enrollment limited to 30. **{S}** 4 credits

Caroline Melly

Offered Fall 2011

251 Women and Modernity in East Asia

This course explores the roles, representations and experiences of women in 20th-century China, Korea, Vietnam and Japan in the context of the modernization projects of these countries. Through ethnographic and historical readings, film, and discussion, this course examines how issues pertaining to women and gender relations have been highlighted in political, economic and cultural institutions. The course compares the ways that Asian women have experienced these processes through three major topics: war and revolution, gendered aspects of work and women in relation to the family. This course is co-sponsored by, and cross-listed in, the East Asian Studies Program. **{S}** 4 credits

Suzanne Gottschang

Offered Spring 2012, Spring 2013

252 The City and the Countryside in China

With more than 80 percent of its population based in rural areas, China is usually viewed as a primarily agrarian society. However, economic reforms in the last 20 years have brought about dramatic growth in China's urban areas. This course examines the conceptualization of urban and rural China in terms of political and economic processes and social relations from the Communist revolution in 1949 to the present day. Against this background, the course explores how

broader social theoretical concerns with concepts such as tradition/modernity and state/society have been taken up in the anthropology of China. **{S}** 4 credits

Suzanne Gottschang

Offered Fall 2011

253 Introduction to East Asian Societies and Cultures

This course provides a survey of the anthropology of contemporary East Asian societies. We will examine the effects of modernization and development on the cultures of China, Japan and Korea. Such topics as the individual, household and family; marriage and reproduction; religion and ritual; and political economic systems are introduced through ethnographic accounts of these cultures. The goal of this course is to provide students with sufficient information to understand important social and cultural aspects of modern East Asia. **{S}** 4 credits

Suzanne Gottschang

Offered Fall 2012

255 Dying and Death

Death, the "supreme and final crisis of life" (Malinowski), calls for collective understandings and communal responses. What care is due the dying? What indicates that death has occurred? How is the corpse to be handled? The course uses ethnographic and historical sources to indicate how human communities have answered these questions and to determine just how unusual are the circumstances surrounding dying in the contemporary Western world. Prerequisite: ANT 130 or permission of the instructor. Not open to first-year students. Enrollment limited to 30. **{H/S}** 4 credits

Donald Joralemon

Offered Spring 2012

258 Performing Culture

This course analyzes cultural performances as sites for the expression and formation of social identity. Students study various performance genres, such as rituals, festivals, parades, cultural shows, music, dance and theater. Topics include expressive culture as resistance; debates around authenticity and heritage; the performance of race, class and ethnic identities; the construction of national identity; and the effects of globalization on indigenous performances. Prerequisite: ANT 130 or permission of the instructor. Enrollment limited to 30. **{A/S}** 4 credits

Margaret Sarkissian

Offered Spring 2013

267 Self and Society in South Asia

This course introduces students to the culture, politics and everyday life of South Asia. Topics covered will include religion, community, nation, caste, gender and development, as well as some of the key conceptual problems in the study of South Asia, such as the colonial construction of social scientific knowledge, and debates over "tradition" and "modernity." In this way, we will address both the varieties in lived experience in the subcontinent and the key scholarly, popular and political debates that have constituted the terms through which we understand South Asian culture. Along with ethnographies, we will study and discuss novels, historical analysis, primary historical texts and popular (Bollywood) and documentary film. **{S}** 4 credits

David Strobl

Offered Fall 2011

269 Indigenous Cultures and the State in Mesoamerica

This course is a general introduction to the relationship between indigenous societies and the state in Mesoamerica. Taking a broad historical perspective, we will explore the rise of native state-level societies, the transformations that marked the process of European colonization, and the relationship of local indigenous communities to postcolonial states and transnational social movements. Texts used in the course will place special emphasis on continuities and changes in language, social organization, cosmology and identity that have marked the historical experience of native groups in the region. **{S}** 4 credits

Fernando Armstrong-Fumero

Offered Fall 2012

271 Globalization and Transnationalism in Africa

This course considers the shifting place of Africa in a global context from various perspectives. Our goal will be to understand the global connections and exclusions that constitute the African continent in the new millennium. We will explore topics such as historical connections, gender, popular culture, global economy, development, commodities, health and medicine, global institutions, violence and the body, the postcolonial state, religion, science and knowledge, migration and diaspora, the Internet and communications, and modernity. Prerequisite: ANT 130 or permission of the instructor. Enrollment limited to 30. **{S}** 4 credits

Caroline Melly

Offered Spring 2012, Spring 2013

274 The Anthropology of Religion

What can anthropologists teach us about religion as a social phenomenon? This course traces significant anthropological approaches to the study of religion, asking what these approaches contribute to our understanding of religion in the contemporary world. Topics include religious experience and rationality; myth, ritual, and magic; rites of passage; function and meaning; power and alienation; religion and politics. Readings are drawn from important texts in the history of anthropology and from contemporary ethnographies of religion. **{S}** 4 credits

David Strobl

Offered Spring 2012

Seminars

342 Seminar: Topics in Anthropology

Topic: Anthropology and Risk. This course examines the universal and science-based frameworks in which notions of risk are identified. From a cross-cultural perspective, we will consider how social and cultural forces also drive identification of risk and anticipation of danger. Cases from public health, medical, environmental and developmental studies will be used to examine the contingency of risk theory in practice. **{S}** 4 credits

Suzanne Gottschang

Offered Spring 2013

344 Seminar: Topics in Medical Anthropology

Topic: Anthropology and Medical Ethics. A cross-cultural analysis of ethics in healing systems and the implications for bioethics. Universal principles versus culturally relative values in medical decision making. Research projects review central ethical issues in medicine from an anthropological perspective. Prerequisite: ANT 248 or permission of the instructor. **{S}** 4 credits

Donald Joralemon

Offered Spring 2012, Spring 2013

347 Seminar: Topics in Anthropology

Topic: Prehistory of Food. This course explores how and why humans across the globe began to domesticate plant and animal resources approximately 10,000 years ago. The first half of the course presents the types of archaeological data and analytical methods used to study the "agricultural revolution." The second half examines case studies from the major centers of

domestication in order to investigate the biological, economic and social implications of these processes. Special emphasis will be placed on exploring the relationship between agriculture and sedentism, food and gender, the politics of feasting, and methods for integrating archaeological and ethnographic approaches to the study of food. **{S}** 4 credits

Elizabeth Klarich

Offered Spring 2013

352 Seminar: Topics in Anthropology

Topic: The Anthropology of Multiculturalism. In the United States, the idea of multiculturalism has come to symbolize the right of communities with distinct cultures to maintain their own ways of living in a diverse national society. Similar politics of difference have developed in other countries in the world. But is multiculturalism the same idea in every national context? How do the different histories of countries in North or South America, Europe, Asia or Africa influence the way these different national multiculturalisms develop? How do transnational trends in the politics of culture and diversity get adapted to work in these different contexts? The course will focus on specific historic and ethnographic studies that document the relationship between the culture and history of different national and local communities and trends of contemporary multicultural traditions. A range of readings will introduce general topics that students will apply to specific contexts for their own research. **{S}** 4 credits

Fernando Armstrong-Fumero

Offered Spring 2013

353 Seminar: Topics in Anthropology

Topic: Citizenship and Belonging. What does it mean to belong—to a city, a nation, a global community—from an anthropological perspective? How do passports, blood tests, border checkpoints and voting ballots produce and reinforce ideas about citizenship? How are global movements of people and capital transforming notions of belonging? How does globalization challenge conventional understandings of citizenship as a particular relationship to a nation-state? This seminar will consider the political, cultural, and economic dimensions of citizenship and belonging. Our perspective will be global and will take into account both national and transnational identities and practices. **{S}** 4 credits

Caroline Melly

Offered Fall 2011

General Courses

400 Special Studies

By permission of the department, for junior and senior majors. 2 to 4 credits

Offered both semesters each year

408d Special Studies

8 credits

Full-year course; Offered each year

The Major

Advisers: Fernando Armstrong-Fumero, Elliot Fratkin, Suzanne Gottschang, Donald Joralemon, Elizabeth Klarich, Caroline Melly

Advisers for Study Abroad: Africa and other areas: Elliot Fratkin and Caroline Melly; Asia: Suzanne Gottschang; Latin America: Donald Joralemon, Fernando Armstrong-Fumero and Elizabeth Klarich; South Asia: To be announced

Requirements: Eight courses in anthropology including Introduction to Cultural Anthropology (130), History of Anthropological Theory (233) and Colloquium in Anthropology (200), preferably taken in the sophomore year and a Smith anthropology seminar. The remaining three courses for the major may be more anthropology classes or courses in related fields, including language, math or science (if these are linked to the student's anthropological interests). Students must show competency in a foreign language equivalent to four semesters of college-level classes. A maximum of two language courses may count toward the remaining three courses for the major. Students who wish to focus their major in biological anthropology may replace the language requirement with two courses in mathematics (M) or natural science (N) if the courses serve as an essential foundation for advanced work in this sub-field and they are above the 100 level. Any alternative for the language requirement will be developed in consultation with an adviser and must be part of an overall plan of study approved by the entire department.

Students majoring in anthropology are encouraged to consider an academic program abroad during their junior year. In the past, majors have spent a term or year in Chile, China, Costa Rica, Ecuador, India, Kenya,

Mexico, Nepal, Senegal or South Africa. Students planning to spend their junior year abroad should take at least one but preferably two courses in anthropology during their sophomore year. Students should discuss their study abroad plans with advisers, particularly if they wish to do a special studies or senior thesis upon their return.

Majors interested in biological archaeology or additional courses in archaeology may take advantage of the excellent resources in this area at the University of Massachusetts and at Hampshire College.

The Minor

Advisers: Fernando Armstrong-Fumero, Elliot Fratkin, Suzanne Gottschang, Donald Joralemon, Elizabeth Klarich, Caroline Melly

Requirements: Six courses in anthropology, including Introduction to Cultural Anthropology (130).

Honors

Director: Fernando Armstrong-Fumero

430d Honors Project

8 credits

Full-year course; Offered each year

432d Honors Project

12 credits

Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Archaeology

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Advisory Committee

Scott Bradbury, Professor of Classical Languages and Literatures

Bosiljka Glumac, Associate Professor of Geosciences

Joel Kaminsky, Professor of Religion

Barbara Kellum, Professor of Art

^{**2} Elizabeth A. Klarich, Assistant Professor of Anthropology

^{*1} Dana Leibsohn, Associate Professor of Art

Richard Lim, Professor of History

Christopher Loring, Director of Libraries

^{**1} Suleiman Mourad, Professor of Religion

^{†2} Thalia Pandiri, Professor of Classical Languages and Literatures and of Comparative Literature, *Director*

The interdepartmental minor in archaeology is a complement to any one of several departmental majors. Archaeological methods and evidence can be used to illuminate various disciplines and will aid the student in the analysis of information and data provided by field research.

112/GEO 112 Archaeological Geology of Rock Art and Stone Artifacts

What makes a mineral or a rock particularly useful as a stone tool or attractive as a sculpture? Students in this course will explore this and other questions by applying geological approaches and techniques in studying various examples of rock art and stone artifacts to learn more about human behavior, ecology and cultures in the past. This exploration across traditional boundaries between archaeology and earth science will include background topics on mineral and rock formation, weathering processes, and age determination, as well as investigations of petroglyphs (carvings into stone surfaces), stone artifacts and other artifactual rocks (building stone and sculptures) described in the literature, displayed in museum collections, and found in the field locally. **{N}** 4 credits

Bosiljka Glumac

Offered Spring 2012

135/ANT 135 Introduction to Archaeology

The study of past cultures and societies through their material remains. How archaeologists use different field methods, analytical techniques, and theoretical

approaches to investigate, reconstruct and learn from the past. Data from settlement surveys, site excavations, and artifact analyses are used to address economic, social, political and ideological questions across time and space. Course taught from an anthropological perspective, exploring key transitions in human prehistory, including the origins of food production, social inequality and state-level societies across the globe. Relevance of archaeological practice in modern political, economic and social contexts is explored. Enrollment limited to 30. 4 credits

Elizabeth Klarich

Offered Fall 2011

ANT 221 Archaeological Method, Theory and Practice

The theoretical foundations of archaeological research, variety of methods available to analyze material culture, interpretation of results, and ethical considerations of practicing archaeology in the United States and abroad. Course provides students with a solid foundation for evaluating and contextualizing current methodological and theoretical trends within archaeology. Case studies illustrate the diversity of archaeological thought, interdisciplinary approaches to studying material culture, and innovative directions in the field of anthropological archaeology. The roles and responsibilities of archaeologists in heritage management, museum development and community outreach. Anthropology 130 and 135 recommended but not required. **{S}** 4 credits

Elizabeth Klarich

Offered Spring 2012

ARH 204 Ancient America: Art, Architecture and Archaeology (L)

What is “antiquity” in the Americas? This class explores this question by focusing on pre-Hispanic visual culture. We will cross both Mesoamerica and the Andes, giving particular attention to the Aztecs, Inca and Maya. Along with architecture, textiles, ceramics and sculpture, we will consider current debates in art history and archaeology. Among the themes we will discuss: sacrifice and shamanism, gender and representations of human and deified beings, the symbolic and economic meanings of materials, and the ethics of excavation and museum display. **(A/H)** 4 credits

Dana Leisohn

Offered Spring 2012

ARH 216 The Art and Architecture of the Roman World (L)

From North Africa to Gaul, from the Pillars of Hercules (Straits of Gibraltar) to Asia Minor, the interrelationships of art and power in the visual culture of the ethnically diverse Roman empire, from the first century BCE through the fourth century CE, will be the subject of study. We will also examine works of art from later periods as well as literature and film that structure our perception of the Roman world. **(H/A)** 4 credits

Barbara Kellum

Offered Fall 2011

ARH 315 Studies in Roman Art (S)

Topic: At Home in Pompeii. The houses of ancient Pompeii, with their juxtapositions of wall paintings, gardens, and objects of display, will serve as the focus for an analysis of domestic spaces and what they can reveal about family patterns and the theatrics of social interaction in everyday life in another time and place. **(H/A)** 4 credits

Barbara Kellum

Offered Spring 2012

PRS 313 Western Encounters in Afghanistan: From Alexander the Great to Modern Archaeology

This interdisciplinary seminar examines three representative Western encounters in Afghanistan: the conquest by Alexander the Great and the rise of Greek Bactrian civilization; the first and second (19th century) Anglo-Afghan wars that inspired travelogues and memoirs as well as British artists and writers such as Kipling; and modern archaeology and museum work

that rediscovered the Greek cities of Alexander and created exhibitions that link Afghanistan's past and present with the West. We will examine the real and symbolic significance of Afghanistan to Westerners, its role in their visions of Asia, and the challenges they faced as they attempted to put their imprint on a land that was proverbially difficult to conquer and harder still to rule. Enrollment limited to 15 juniors or seniors. **(E) (H)** 4 credits

Richard Lim (History), Cornelia Pearsall (English)

Offered Fall 2011

PRS 322 Goths, Origins, Histories, Legacies

The sack of Rome by Visigoths in CE 410 was an event received throughout the Roman world as the end of civilization. In subsequent centuries, the adjective “Gothic” became a “floating signifier,” a term of abuse or praise denoting everything from an exquisite style of high medieval art and architecture, to the macabre novels of the 18th and 19th centuries to a contemporary form of youth culture adopting dark, satanic or apocalyptic themes. We will explore the Goths' cultural identity as it was formed in reaction to and emulation of Roman values and ideals, and how that identity was transformed through time. Open to students interested in examining the creation of ethnic identities and cultural forms. Enrollment limited to 12 juniors and seniors and by permission of the instructor. **(E) (L/H)** 4 credits

Craig Davis (English Language and Literature)

Offered Spring 2012

162 Introduction to the Bible I

The Hebrew Scriptures (Tanakh/Old Testament). A survey of the Hebrew Bible and its historical and cultural context. Critical reading and discussion of its narrative and legal components as well as an introduction to the prophetic corpus and selections from the wisdom literature. **(H/L)** 4 credits

Joel Kaminsky

Offered Fall 2011

400 Special Studies

By permission of the Archaeology Advisory Committee, for junior or senior minors. 2 or 4 credits
Offered both semesters each year

The Minor

Requirements

1. ARC 135/ANT 135 (prior to 2009–10, ARC 211).
2. Five additional courses, to be chosen in consultation with the student's adviser for the minor. If the archaeological project below carries academic credit, only four additional courses are required. We encourage students to choose courses from at least two different departments, and to study both Old World and New World materials. A list of approved courses is available on the program Web site at www.smith.edu/arch.
3. A project in which the student works outside of a conventional classroom but under appropriate supervision on an archaeological question approved in advance by her adviser. The project may be done in a variety of ways and places; for example, it may be excavation (field-work), work in another aspect of archaeology in a museum or laboratory, or in some other area closely related to archaeology, such as geology or computer science. Students are encouraged to propose projects related to their special interests.

This project may be, but does not need to be, one for which the student receives academic credit. If the project is an extensive one for which academic credit is approved by the registrar and the advisory committee, it may count as one of the six courses required for this minor.

No more than two courses counting toward the student's major program may be counted toward the archaeology minor. Only four credits of a language course may be counted toward the minor.

Art

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

[†] Marylin Martin Rhie, Ph.D. (Art and East Asian Studies)

Dwight Pogue, M.F.A.

Craig Felton, Ph.D.

Susan Heideman, M.F.A., *Chair, Fall*

^{†2} John Davis, Ph.D.

Barbara A. Kellum, Ph.D., *Associate Chair, Fall*

^{**†} A. Lee Burns, M.S., M.F.A.

[†] Brigitte Buettner, Ph.D., *Chair, Spring*

^{†1} John Moore, Ph.D.

^{†1} Dana Leibsohn, Ph.D.

Professor-in-Residence

Barry Moser, B.S.

Kennedy Professor in Renaissance Studies

Michael Bury, Ph.D.

Associate Professors

^{†2} Lynne Yamamoto, M.A., *Associate Chair, Spring*

^{†2} Frazer Ward, Ph.D.

Fraser Stables, M.F.A.

Harnish Visiting Artist

Yola Monakhov, M.F.A.

Assistant Professors

John Slepian, M.F.A.

^{*2} James Middlebrook, M.Arch.

^{†2} Laura Kalba, Ph.D.

Lindsey Clark Ryan, M.F.A.

Senior Lecturer

John Gibson, M.F.A.

Lecturers

Katherine Schneider, M.F.A.

Martin Antonetti, M.S.L.S.

Jessica Nicoll, M.A.

Jennifer Pruitt, Ph.D.

Ajay Sinha, Ph.D.

Elizabeth Meyersohn, M.F.A.

Lucretia Knapp, M.F.A., M.L.S.

Craig Harbison, Ph.D.

The faculty of the Department of Art believes that visual literacy is crucial to negotiations of the contemporary world. Consequently, equal weight is given to studio practice and historical analysis. Courses focus on images and the built environment and seek to foster an understanding of visual culture and human expression in a given time and place.

Students planning to major or to do honors work in art will find courses in literature, philosophy, religion and history taken in the first two years valuable. A reading knowledge of foreign languages is useful for historical courses. Each of the historical courses may require one or more trips to Boston, New York, or other places in the vicinity for the study of original works of art.

Courses associated with a concentration (such as IDP and ARX) cannot be counted toward the completion of the art major.

Courses in the history of art are prefixed ARH; courses in studio art are prefixed ARS.

A. The History of Art

Introductory Courses

Courses at the 100 level are open to all students; there are no prerequisites.

ARH 101 Approaches to Visual Representation (C)

Emphasizing discussion and short written assignments, these colloquia have as their goal the development of art historical skills of description, analysis and interpretation. Unless otherwise indicated, enrollment in each section is limited to 18, normally first years and sophomores.

The Lives of Objects

In this museum-based, writing-intensive course, students will encounter firsthand a range of art ob-

jects from different periods and cultures, primarily in the Smith College Museum of Art. Students will be introduced to a variety of ways of writing about these objects—descriptive, contextual, interpretive—considering especially their setting in the museum. You will work closely with objects in the museum and will learn how they circulate through different institutional contexts. We will assess what is at stake in different ways of writing about art, in relation to the contexts in which both the art and the writing appear. Enrollment limited to 16. **WI [A/H]** 4 credits

Frazer Ward

Offered Spring 2012

Advertising and Visual Culture

By analyzing advertisements—from ancient Pompeian shop signs and graffiti to contemporary multimedia appropriations—this course will seek to understand how images function in a wide array of different cultures. In developing a historical sense of visual literacy, we will also explore the shifting parameters of “high” art and “low” art, the significance of advertising in contemporary art and the structuring principles of visual communication. **[H/A]** 4 credits

Laura Kalba

Offered Fall 2011

Moments and Monuments

What roles have the visual arts played in the organization and understanding of various cultures around the world? Focusing on selected important monuments and figures—from antiquity to the present—we will rely on close looking and contextual explorations to reveal the ideas, beliefs, histories and emotions inscribed by humans in their material world. Examples drawn from Asia, Europe and the Americas. **[A/H]** 4 credits

Jennifer Pruitt

Offered both semesters

Realism: The Desire to Record the World

Throughout history, artists have sought to re-create the natural world; indeed “realism” has been a driving force behind representation from the earliest human-made images to the invention of photography to computer-generated pictures. In some cases, this realist intention has meant designing the built environment to human scale; in others, it has meant trying to record seasonal changes and simple human activities; in others still, realism has been used to suggest the presence of the divine in everyday objects. Whether accurately

or symbolically, through the blatant use of materials or through virtuoso trickery, artists have consistently tried to transfer scenes from the “real world” onto other surfaces or sites. This course will explore the artistic motivation of realism formally, thematically and contextually, from ancient times to the present. Enrollment limited to 16. **[H/A]** 4 credits

Christine Andrews

Offered Spring 2012

ARH 120 Introduction to Art History: Asia

This multicultural course introduces students to the visual arts of Asia. In a writing- and speaking-intensive learning environment, students will explore architecture, sculpture, painting and other arts from the earliest times to the present in relation to the history and culture of such different Asian countries as India, China and Japan. Illustrated class lectures, group discussions, museum visits and writing exercises will allow students an opportunity to develop skills in visual analysis and art historical interpretation. No prerequisites. Enrollment limited to 40. **[A/H]** 4 credits

Ajay Sinha

Offered Fall 2011

ARH 140 Introduction to Art History: Western Traditions

This course examines a selection of key buildings, images and objects created from the prehistoric era, the ancient Middle East, Egypt, Greece and Rome and medieval times through European and American art of the last 500 years. Over the semester we will study specific visual and cultural traditions at particular historical moments and become familiar with basic terminology, modes of analysis and methodologies in art history.

[A/H] 4 credits

Craig Felton

Offered both semesters

FYS 197 On Display: Museums, Collections and Exhibitions

Why do people collect things, and what do they collect? Members of this seminar will explore these questions by focusing on local museums and exhibitions. From a behind-the-scenes look at the Smith College Museum of Art to an examination of such hidden gems as the Botanical Sciences herbarium collection or that cabinet of curiosities that is Mt. Holyoke’s Skinner Museum, we will research the histories of these collections and analyze the rationale of varying systems for ordering

objects. By grappling with the interpretations of art historians, anthropologists and psychologists, we'll attempt to come to an understanding of how knowledge is constructed in the context of display and how visual juxtapositions can generate meaning. Enrollment limited to 16 first-year students. (E) WI **{A/H}** 4 credits

Barbara Kellum (Art)

Offered Fall 2011

Lectures and Colloquia

GROUP I, BEFORE CE 1200

ARH 204 Art and Architecture of Ancient Americas (L)

What is "antiquity" in the Americas? This class explores this question by focusing on pre-Hispanic visual culture. We will cross both Mesoamerica and the Andes, giving particular attention to the Aztecs, Inca and Maya. Along with architecture, textiles, ceramics and sculpture, we will consider current debates in art history and archaeology. Among the themes we will discuss: sacrifice and shamanism, gender and representations of human and deified beings, the symbolic and economic meanings of materials, and the ethics of excavation and museum display. **{A/H}** 4 credits

Dana Leisohn

Offered Spring 2012

ARH 216 The Art and Architecture of the Roman World (L)

From North Africa to Gaul, from the Pillars of Hercules (Straits of Gibraltar) to Asia Minor, the interrelationships of art and power in the visual culture of the ethnically diverse Roman empire, from the first century BCE through the fourth century CE, will be the subject of study. We will also examine works of art from later periods as well as literature and film that structure our perception of the Roman world. **{H/A}** 4 credits

Barbara Kellum

Offered Fall 2011

ARH 221 The Art of East Asia: Traditions and Innovations (C)

Accompanying concurrent exhibitions at the SCMA, this course provides an overview of Chinese and Japanese art of the past three thousand years. It will survey thematically important artistic traditions and innovations, such as jade and bronze ritual art, literati calligraphy and landscapes, Buddhist sculpture and architecture, and narrative scrolls and popular prints.

Class discussion and student projects will be supported by works of art loaned from Yale Art Gallery. Through close study of actual objects in the museum gallery and storage, students will develop their skills of visual analysis and their understanding of diverse artistic traditions in East Asia. Enrollment limited to 20. (E)

{A/H} 4 credits

Fan Zhang

Offered Spring 2012

GROUP II, CE 1200–1800

ARH 228 Islamic Art and Architecture (L)

This course surveys the architecture, landscape, book arts and luxury objects produced in Islamic contexts from Spain to India, and from the seventh through the 20th centuries. Attention will be focused on the relationships between Islamic visual idioms and localized religious, political and socioeconomic circumstances. In particular, lectures and readings will examine the vital roles played by theology, royal patronage, ceremonial, gift exchange, trade and workshop practices in the formulation of visual traditions. Recommended background ARH 101 or 140. **{A/H}** 4 credits

Jennifer Pruitt

Offered Spring 2012

ARH 232 Romanesque Art (L)

A study of a selected range of monuments—built, sculpted and painted—embedded in the larger historical and cultural context of the "feudal age." Special emphasis on cross-disciplinary perspectives as a way to understand the Romanesque visual landscape in relation to competing religious claims; local identities; relics and pilgrimages; stories of marvels and monsters; and the significance of images of women, both sublime and abject, in a world dominated by monks and knights. **{H/A}** 4 credits

Brigitte Buettner

Offered Spring 2012

ARH 237 Northern European Painting and Sculpture, 1400–1600 (L)

This course will cover the major Flemish, Dutch and German painters, sculptors and printmakers of the 15th and 16th centuries: Jan Van Eyck, Roger van der Weyden, Hugo van der Goes, Hieronymus Bosch, Matthias Grünewald, Tilman Riemenschneider, Albrecht Dürer, Hans Holbein and Pieter Bruegel among them. The emphasis will be on understanding the works in their

historical context, as well as learning to think critically about the ways we evaluate art from this period; issues of technique and style will also be important. Advancement will be taken of the collection of the Smith College museum. (E) **{H/A}** 4 credits

Craig Harbison

Offered Spring 2012

ARH 240 Art Historical Studies (C)

Topic: Islamic Cities: Cairo, Istanbul and Delhi. This course offers a comparative study of the foundation and development of the three great capital cities of Egypt, Turkey and India. Architectural projects, ornamental idioms and changes to the urban plan are studied from aesthetic and cultural perspectives. Integrating historical and religious studies, this course highlights the shifting nature of Islamic culture from the 10th century CE to the present. Enrollment limited to 18. **{H/A}** 4 credits

Jennifer Pruitt

Offered Fall 2011

Topic: The Print and Visual Communication in Early Modern Italy. Culminating in an exhibition, this course will examine 15th- and 16th-century Italian woodcuts and engravings, with due consideration of contemporaneous German and Netherlandish works. Prints are often considered "art" objects, but we will investigate these visual media, which occupied a position similar to photographs in our own world, as vectors for communicating ideas and information. Alongside those intended to transmit knowledge about paintings, sculptures and buildings, there were devotional prints, portrait prints, printed maps, and scientific and book illustrations. We shall also consider printmaking as a collaborative business enterprise that required the coordination of many different specialists' skills. No prerequisites. Enrollment limited to 12. **{A/H}** 4 credits

Michael Bury (Kennedy Professor)

Offered Fall 2011

ARH 242 Early Italian Renaissance Art (L)

The reawakening of the arts in Italy with the formation of new religious organizations and the gradual emergence of political units will be studied through theoretical and stylistic considerations in sculpture, beginning with the work of the Pisani and followed by the revolutionary achievements in painting of Giotto (in Padua and Florence) and Duccio (in Siena), which should inform the art of generations to come. A revival of interest in the liberal arts tradition and the classical past

beginning at the end of the 14th century in Florence, leading to the period known as the Renaissance during the following century, in which such architectural designers as Brunelleschi and Alberti, such sculptors as Donatello and Verrocchio, and such painters as Masaccio, Fra Angelico, Piero della Francesca and Botticelli will be examined within the context of the flowering of humanist courts in Florence, Urbino, Mantua and Ferrara. **{A/H}** 4 credits

Craig Felton

Offered Fall 2011

ARH 244 Italian 16th-Century Art (L)

The giants of the Italian Renaissance: Leonardo da Vinci, Michelangelo and Raphael will be studied against the backdrop of shifting political tides and the emergence of Pope Julius II, whose patronage caused the arts in Rome—with such projects as the frescoes on the ceiling of the Sistine Chapel and the Stanze of the Papal Apartments—to give a particular meaning to the term "Renaissance." This Julian Renaissance, or the High Renaissance in Rome, will be compared with the development of painting in the period from 1450 to 1575 in the courts of Mantua, Ferrara and the Republic of Venice, with the significant artists Andrea Mantegna, Giovanni Bellini, Giorgione, Titian, Tintoretto and Veronese. The course concludes with an examination of the later works of Michelangelo, both painting and architecture, and those artists of the Florentine mannerist period, including Andrea del Sarto, Pontormo and Rosso, as well as the artists Correggio and Parmigianino in Parma. **{A/H}** 4 credits

Craig Felton

Offered Spring 2012

ARH 251 Dutch and Flemish Art of the 16th and 17th Centuries (L)

Special consideration given to the work of Bruegel, Rubens and Rembrandt and to the development of landscape, portraiture and genre painting. **{H/A}** 4 credits

Craig Harbison

Offered Fall 2011

GROUP III. AFTER CE 1800

ARH 260 Art Historical Studies (C)

PENDING CAP APPROVAL

Topic: Material Culture of the Victorian Era, 1840–1890. What did it mean to be Victorian in America? How was art defined during this period? Using material culture as a guide, this course will explore how Ameri-

cans shaped their homes, gardens, parks and museums as expressions of their values and aspirations. Students will learn about the production and consumption of Victorian household furnishings and domestic technology. They will develop the skills and knowledge needed to explore how objects, people and meaning intersect. Themes will include the role of material culture in constructing American identity and in defining the meaning of class, race and gender. Enrollment limited to 18. **{A/H}** 4 credits

Nan Wolverton

Offered Spring 2012

ARH 272 Art and Revolution in Europe, 1789–1889 (L)

This course surveys the major trends in European painting and sculpture—including some urbanism and visual culture—of the tumultuous century following the French Revolution of 1789. Starting with Jacques-Louis David and revolutionary iconoclasm, we will end with post-impressionism and the spectacular cast-iron construction of the Eiffel Tower for the 1889 Paris World's Fair. Throughout, we will recover the original radicality of art's formal and conceptual innovations during the 19th century: confidently overt brushwork; a mingling of high and low; and an aestheticization of politics, empire, sexuality, technology and modernity. Prerequisite: one 100-level course in art history or permission of the instructor. **{A/H}** 4 credits

Laura Kalba

Offered Spring 2012

ARH 282 Art Since the 1960s (L)

This course surveys important global artistic tendencies since the late 1960s, in their art-historical and socio-historical contexts. The class considers such developments as postminimalism, earthworks, the influence of feminism, postmodernism, the politics of identity, contemporary conceptions of the site (and center/periphery debates), postcolonialism, global publics and the global culture of art, and the theoretical issues and debates that help frame these topics. Prerequisite: One 100-level art history course or permission of the instructor. **{A/H}** 4 credits

Frazer Ward

Offered Fall 2011

Advanced 200-Level Colloquia

These courses address methodological and theoretical questions as well as the histories of particular cultures,

objects and moments. All of these colloquia involve sustained discussion and independent research. Prerequisite: one 200-level art history course. Enrollment limited to 18.

ARH 291 Topics in Art History (C)

Topic: Streets. Both urban armature and instruments of empire, streets design and shape human existence in a multiplicity of ways. This course will explore the street as a space for social ritual and cultural expression, the varying ideologies that have informed their planning, and their mutability over time. Utilizing case studies from ancient Rome to modern strip malls, from 19th-century Paris to late 20th-century Istanbul, from contemporary Los Angeles to Osaka, the course will also consider architectural theory as it relates to urban culture. Students will have the opportunity to do original research on streets of their choice in different chronological and cultural contexts. Enrollment limited to 18. **{A/H}** 4 credits

Barbara Kellum

Offered Spring, 2012

ARH 294 Art History—Methods, Issues, Debates (C)

The meanings we ascribe to works of art of any culture or time period are a direct result of our own preoccupations and methods. This colloquium will both give a broad overview of contemporary debates in the history of art—including such issues as technologies of vision, feminism, sexuality studies, globalism and material culture—and locate these methods within art history's own intellectual history. The course will consist of wide-ranging weekly readings and discussion, and will clarify such key terms as iconography, formalism, connoisseurship and the Frankfurt and Vienna Schools. Recommended for junior and senior majors. Prerequisite: one 200-level art history course or permission of the instructor. Enrollment limited to 18. **{A/H}** 4 credits

Frazer Ward

Offered Fall 2011

Other 200-Level Courses

ARH 247/ENG 293 The Art and History of the Book (C)

A survey of the book—as a vehicle for the transmission of both text and image—from the manuscripts of the Middle Ages to the books of contemporary artists. The course will examine the principal techniques of book production—calligraphy, illustration, papermaking, typography, bookbinding—as well as various social

and cultural aspects of book history, including questions of censorship, verbal and visual literacy, the role of the book trade and the book as an agent of change. In addition, there will be labs in printing on the hand-press and bookbinding. Admission limited to 20 by permission of the instructor. **{A/H}** 4 credits

Martin Antonetti

Offered Spring 2012

Seminars

Seminars require advanced-level research. Students are expected to bring to class a solid and relevant background in the general field and period of study. All seminars require an oral presentation and a research paper. Enrollment limited to 12 students.

ARH 315 Studies in Roman Art (S)

Topic: At Home in Pompeii. The houses of ancient Pompeii, with their juxtapositions of wall paintings, gardens and objects of display, will serve as the focus for an analysis of domestic spaces and what they can reveal about family patterns and the theatrics of social interaction in everyday life in another time and place. **{H/A}** 4 credits

Barbara Kellum

Offered Spring 2012

ARH 352 Studies in Art History (S)

Topic: Colonization and Visual Culture. How does conquest by foreigners change the ways that images, civic spaces and objects are created and used? What kinds of hybrids does colonization produce? Is it possible to define what is "colonial" about a work of art or architecture? Focusing on recent scholarship, this seminar addresses these queries, highlighting the 16th–19th centuries. We will work comparatively, across different colonial settings. Among the topics we will consider: interpretive work in the field of colonial studies, the mapping and construction of colonial space, exchanges that brought people and objects into contact (and conflict) with one another, the ways that colonialism shapes the meaning of objects, and nationalist legacies of colonial ambitions. **{A/H}** 4 credits

Dana Leibsohn

Offered Spring 2012

ARH 374 Studies in 20th-Century Art (S)

The Origins of Abstraction, 1870–1930

This course investigates the historical origins of

abstract art from late impressionism and post-impressionism to the avant-garde movements of the 1920s and 30s. What prepared artists for the shift toward abstraction? What were the aesthetic, psychological and political implications of nonfigurative art? And finally, what was the reception of abstract art by critics and scholars? In answering these and other questions, this course works toward elucidating how an art of colors and shapes alone—"representing nothing"—became imaginable in the early 20th century, and the wide-ranging consequences of this aesthetic and theoretical innovation. Serious attention will also be devoted to the evaluation of contemporary historiographical debates about early abstract art and the development of research, writing and public presentation skills at an advanced level. **{H/A}** 4 credits

Laura Kalba

Offered Fall 2011

Performance, Video, New Media

Beginning with the emergence of performance and video in the 1960s and 1970s, this seminar will examine art practices, issues, and ideas that have driven the development of new media into the 21st century. Key topics include duration, forms of presence, relations to technology, and questions of audience address and community formation. **{A/H}** 4 credits

Frazer Ward

Offered Spring 2012

Special Studies

ARH 400 Special Studies

Written project description required.

1 to 4 credits

Offered both semesters each year

ARH 408d Special Studies

Written project description required.

8 credits

Full-year course; Offered each year

All Special Studies require a word-processed statement that includes student name, semester and year of the Special Studies, title of the Special Studies, instructor's name, number of credits and at least one paragraph articulating the scope of the project and its goals.

B. Studio Courses

A fee for basic class materials is charged in all studio courses. The individual student is responsible for the purchase of any additional required supplies. The department reserves the right to retain examples of work done in studio courses.

All studio courses require extensive work beyond the six scheduled class hours.

Please note that all studio art courses have limited enrollments.

Introductory Courses

Studio courses at the 100 level are designed to accept all interested students with or without previous art experience. Enrollment is limited to 18 per section unless otherwise indicated. Two 100-level courses are generally considered the prerequisites for 200- and 300-level courses, unless otherwise indicated in the course description. However, the second 100-level course may be taken during the same semester as an upper-level course with the permission of the instructor. Priority will be given to entering students and plan B and C majors.

ARS 161 Design Workshop I

An introduction to visual experience through a study of the basic principles of design. **[A]** 4 credits

A. Lee Burns

Offered Fall 2011

ARS 162 Introduction to Digital Media

An introduction to visual experience through a study of basic principles of design. All course work will be developed and completed using the functions of a computer graphics workstation. A required fee of \$75 to cover group-supplied materials will be charged at the time of registration. Students may require additional supplies as well and will be responsible for purchasing them directly. Enrollment limited to 12. **[A]** 4 credits

John Slepian, Fraser Stables, Lucretia Knapp, Yola Monakhov

Offered both semesters

ARS 163 Drawing I

An introduction to visual experience through a study of the basic elements of drawing. **[A]** 4 credits

John Gibson, Dwight Pogue, Katherine Schneider, Elizabeth Meyersohn, Lindsey Clark Ryan

Offered both semesters

ARS 164 Three-Dimensional Design

An introduction to design principles as applied to three-dimensional form. **[A]** 4 credits

Lynne Yamamoto, To be announced

Offered both semesters

ARS 171 Introduction to the Materials of Art

An introduction to materials and methods used historically in the various arts. The emphasis will be on the two-dimensional arts. Enrollment limited to 12. **[A]** 4 credits

Phoebe Dent Weil, Sarah Belchetz-Swenson, Martin Antonetti, David Dempsey

Offered Spring 2012

Intermediate Courses

Intermediate courses are generally open to students who have completed two 100-level courses, unless otherwise stated. Priority will be given to Plan B and C majors. Students will be allowed to repeat courses numbered 200 or above provided they work with a different instructor.

ARS 264 Drawing II

Advanced problems in drawing, including study of the human figure. Prerequisite: ARS 163 or permission of the instructor. Enrollment limited to 15. **[A]** 4 credits

Katherine Schneider

Offered Fall 2011

ARS 266 Painting I

Various spatial and pictorial concepts are investigated through the oil medium. Prerequisite: 163 or permission of the instructor. Enrollment limited to 15. **[A]** 4 credits

Susan Heideman, Todd Hebert

Offered Fall 2011

ARS 269 Offset Printmaking I

Introduction to the printmaking technique of hand-drawn lithography, photographic halftone lithography through Adobe Photoshop and linocut. May be repeated once for credit. A required fee of \$75 to cover group-supplied materials will be charged at the time of registration. Students may require additional supplies as well and will be responsible for purchasing them directly. Prerequisite: ARS 161 or permission of the instructor. Enrollment limited to 12. **[A]** 4 credits

Dwight Pogue

Offered Fall 2011

ARS 270 Offset Monoprinting

Printmaking using the flatbed offset press, with emphasis on color monoprinting. A required fee of \$75 to cover group-supplied materials will be charged at the time of registration. Students may require additional supplies as well and will be responsible for purchasing them directly. Prerequisite: ARS 161 or permission of the instructor. Enrollment limited to 15. **[A]** 4 credits

Dwight Pogue

Offered Spring 2012

ARS 272 Intaglio Techniques

An introduction to intaglio techniques, particularly etching and engraving. A required fee of \$75 to cover group-supplied materials will be charged at the time of registration. Students may require additional supplies as well and will be responsible for purchasing them directly. Prerequisites: ARS 161, 162, or 163 or permission of the instructor. Enrollment limited to 15. **[A]** 4 credits

Lindsey Clark Ryan

Offered both semesters

ARS 273 Sculpture I

The human figure and other natural forms. Work in modeling and plaster casting. A required fee of \$45 to cover group-supplied materials will be charged at the time of registration. Students may require additional supplies as well and will be responsible for purchasing them directly. Prerequisites: ARS 161 and 163 or permission of the instructor. Enrollment limited to 16. **[A]** 4 credits

A. Lee Burns

Offered Fall 2011

ARS 274 Projects in Installation I

This is a course that introduces students to different installation strategies (working with multiples, found objects, light, site-specificity). Course work includes a series of projects, critiques, readings and a paper. Prerequisite: ARS 164 or permission of the instructor. Enrollment limited to 12. **[A]** 4 credits

Lynne Yamamoto

Offered Spring 2012

ARS 275 The Book: Theory and Practice I

Investigates (1) the structure and history of the Latin alphabet, augmenting those studies with brief lessons in the practice of calligraphy, (2) a study of typography that includes the composing of type by hand and

learning the rudiments of printing type, and (3) an introduction to digital typography. A required fee of \$15 to cover group-supplied materials will be charged at the time of registration. Students may require additional supplies as well and will be responsible for purchasing them directly. Prerequisite: Design (ARS 161 or equivalent) or permission of the instructor. Enrollment limited to 12. **[A]** 4 credits

Barry Moser

Offered Fall 2011

ARS 282 Photography I

An introduction to visual experience through a study of the basic elements of photography as an expressive medium. Each section will be either traditional film darkroom practice or digital output from scanned negatives. A required fee of \$125 for digital or \$50 for analog to cover group-supplied materials will be charged at the time of registration. Students may require additional supplies as well and will be responsible for purchasing them directly. Prerequisite: ARS 162 (recommended) or any other 100-level course. Enrollment limited to 15 per section. **[A]** 4 credits

Yola Monakhov, Fraser Stables

Offered both semesters

ARS 283 Introduction to Architecture: Site and Space

The primary goal of this studio is to engage in the architectural design process as a mode of discovery and investigation. Design is a process of discovery based on personal experience, the joy of exploration and a spirited intuition. Gaining skills in graphic communication and model making, students will produce projects to illustrate their ideas and observations in response to challenging questions about the art and craft of space-making. Overall, this course will ask students to take risks, intellectually and creatively, fostering a keener sensitivity to the built environment as something considered, manipulated and made. Note: LSS 250 can substitute for ARS 283 in the Plan C studio art major. A required fee of \$135 to cover group-supplied materials or printing will be charged at the time of registration. Students will be responsible for directly purchasing any additional supplies that may be required. Prerequisite: one college level art history, architectural history, landscape studies or architectural design studio course. Enrollment limited to 24. **[A]** 4 credits

James Middlebrook

Offered Fall 2011

ARS 285 Introduction to Architecture: Language and Craft

The primary goal of this studio is to gain insight into the representation of architectural space and form as a crafted place or object. Students will gain skills in graphic communication and model making, working in multiple media, including digital modeling. We will look at the architecture of the past and present for guidance and imagine the future through conceptual models and drawings. Overall, this course will ask students to take risks, intellectually and creatively, fostering a keener sensitivity to the built environment as something considered, manipulated and made. Note: LSS 255 can substitute for ARS 285 in the Plan C studio art major. A required fee of \$135 to cover group-supplied materials or printing will be charged at the time of registration. Students will be responsible for directly purchasing any additional supplies that may be required. Prerequisite: one college-level art history, architectural history, landscape studies or architectural design studio course. Enrollment limited to 24. **(A)** 4 credits

James Middlebrook

Offered Spring 2012

Advanced Courses

Advanced courses are generally open to students who have completed one intermediate course, unless stated otherwise.

Priority is given to Plan A, B and C majors.

ARS 361 Interactive Digital Multimedia

This course emphasizes individual and collaborative projects in computer-based interactive multimedia production. Participants will extend their individual experimentation with time-based processes and development of media production skills (3-D animation, video and audio production), developed in the context of interactive multimedia production for performance, installation, CD-ROM or Internet. Critical examination and discussion of contemporary examples of new media art will augment this studio course. Prerequisites: ARS 162 and permission of the instructor. Enrollment limited to 14. **(M/A)** 4 credits

John Slepian

Offered Spring 2012

ARS 362 Painting II

Painting from models, still-life and landscape using varied techniques and conceptual frameworks. Pre-

requisites: ARS 266 and permission of the instructor. Enrollment limited to 15. **(A)** 4 credits

John Gibson

Offered Spring 2012

ARS 364 Drawing III

Advanced problems in drawing, including emphasis on technique and conceptualization. The focus of this course will shift annually to reflect the technical and ideational perspective of the faculty member teaching it. Prerequisites: ARS 163 and 264. Enrollment limited to 15. **(A)** 4 credits

Lindsey Clark Ryan

Offered Spring 2012

ARS 369 Offset Printmaking II

Advanced study in printmaking. Emphasis on color printing in lithography, block printing and photo-printmaking. A required fee of \$75 to cover group-supplied materials will be charged at the time of registration. Students may require additional supplies as well and will be responsible for purchasing them directly. Prerequisite: ARS 269 or permission of the instructor. Enrollment limited to 12. **(A)** 4 credits

Dwight Pogue

Offered Spring 2012

ARS 375 The Book: Theory and Practice II

An opportunity for a student already familiar with the basic principles of the book arts and the structure of the book to pursue such as a manuscript or printed book based on the skills learned in *The Book: Theory and Practice I*, or commensurate studies elsewhere. All studies will be thoroughly augmented with study of original historical materials from the Mortimer Rare Book Room. A required fee of \$15 to cover group-supplied materials will be charged at the time of registration. Students may require additional supplies as well and will be responsible for purchasing them directly. Prerequisite: ARS 275 or permission of the instructor. Enrollment limited to 12. **(A)** 4 credits

Barry Moser

Offered Spring 2012

ARS 383 Photography II

Advanced exploration of photographic techniques and visual ideas. Examination of the work of contemporary artists and traditional masters within the medium. (Varying topics to include digital photography and digital printing.) A required fee of \$125 to cover

group-supplied materials will be charged at the time of registration. Students may require additional supplies as well and will be responsible for purchasing them directly. Prerequisites: ARS 282 and permission of the instructor. Enrollment limited to 15. **[A]** 4 credits

Fraser Stables

Offered Fall 2011

ARS 385 Seminar in Visual Studies

An intensive examination of a theme in studio work. Students will work within the medium of their area of concentration. Each class will include students working in different media. Group discussion of readings, short papers and oral presentations will be expected. The course will culminate in a group exhibition.

Enrollment limited to 15 upper-level studio majors.

Prerequisites: two or more courses in the students chosen sequence of concentration and permission of the instructor. **[A]** 4 credits

Topic Fall: "threshold"

Topic Spring: Image as Text

Lynne Yamamoto, Yola Monakhov

Offered both semesters

ARS 386 Topics in Architecture

This course will explore a rotating selection of themes in the built environment, with strong emphasis on interdisciplinary work. Topics may include context, historical factors, urban design and planning, architectural theory and practice, and material culture methods. A required fee of \$85 to cover group-supplied materials or printing will be charged at the time of registration.

Students will be responsible for directly purchasing any additional supplies that may be required. Prerequisites: ARS 283, 285, or equivalent LSS studio and two art history courses or permission of the instructor. Enrollment limited to 12. **[A]** 4 credits

James Middlebrook

Offered Fall 2011

ARS 388 Advanced Architecture: Complex Places, Multiple Spaces

This course considers architecture as a socially constructed place. We will examine how to analyze and intervene within the built environment. A final project involving the manipulation/examination/interpretation of place and space through modeling and graphic communication or a multimedia research project will be required. A required fee of \$85 to cover group-supplied materials or printing will be charged at the

time of registration. Students will be responsible for directly purchasing any additional supplies that may be required. Prerequisites: ARS 283, 285, and two art history courses or permission of the instructor. Enrollment limited to 12. **[A]** 4 credits

James Middlebrook

Offered Spring 2012

ARS 389/LSS 389 Broad-Scale Design and Planning Studio

This course is intended for students who have taken introductory landscape studios and are interested in exploring more sophisticated projects. It is also for architecture plus urbanism majors who have a strong interest in landscape architecture or urban design. In a design studio format, students will analyze and propose interventions for the built environment on a broad scale, considering multiple factors (including ecological, economic, political, sociological and historical) in their engagement of the site. The majority of the semester will be spent working on one complex project. Students will use digital tools as well as traditional design media and physical model building within a liberal arts-based conceptual studio that encourages extensive research and in-depth theoretic inquiry. Prerequisite: Permission of instructor. Previous studio experience and two architecture or landscape studies courses suggested. Priority given to LSS minors and ARCH majors. Enrollment limited to 12. **[A]** (Q) 4 credits

Reid Bertone-Johnson, To be announced

Offered Fall 2012

ARS 390 Five College Drawing Seminar

This course, limited to junior and senior art majors from the five colleges, is based on the assumption that drawing is central to the study of art and is an ideal way to investigate and challenge that which is important to each student. Particular emphasis will be placed on thematic development within student work. Sketch book, written self-analysis, and participation in critique sessions will be expected. Prerequisites: selection by faculty; junior and senior art majors, advanced-level ability. Enrollment limited to 15, three students from each of the five colleges. **[A]** 4 credits

To be announced

To be arranged

ARS 398 Senior Exhibition Workshop Development

This is a one-semester capstone course required for senior Plan B majors who graduate in January. Its

purpose is to help students develop the skills necessary for presenting a cohesive exhibition of their work at the end of their final semester, as required by the Plan B major. Its primary focus will be development of the critical judgment necessary for evaluating the artwork they have produced to date in their selected studio sequence, and the culling and augmentation of this work as necessary. Course material will include installation or distribution techniques for different media, curation of small exhibitions of each other's work, and development of critical discourse skills through reading, writing and speaking assignments. In addition to studio faculty, Smith Museum staff may occasionally present topics of conceptual or practical interest. Students should plan on one early evening meeting per week, to be arranged. Graded satisfactory/unsatisfactory only.

{A} 1 credit

Members of the department

Offered Fall 2011

ARS 399 Senior Exhibition Workshop

This is a one-semester capstone course required of senior Plan B majors who graduate in May. Its purpose is to help students develop the skills necessary for presenting a cohesive exhibition of their work at the end of their final semester, as required by the Plan B Major. Its primary focus will be development of the critical judgment necessary for evaluating the artwork they have produced to date in their selected studio sequence, and the culling and augmentation of this work as necessary. Course material will include installation or distribution techniques for different media, curation of small exhibitions of each others' work, and development of critical discourse skills through reading, writing and speaking assignments. In addition to studio faculty, Smith museum staff may occasionally present topics of conceptual or practical interest. Students should plan on one early evening meeting per week, to be arranged. Graded satisfactory/unsatisfactory only. **{A}** 1 credit

Members of the department

Offered Spring 2012

ARS 400 Special Studies

Normally for junior and senior majors. Written project description required. 1 to 4 credits
Offered both semesters each year

ARS 408d Special Studies

Written project description required. 8 credits
Full-year course; Offered each year

All Special Studies require a word-processed statement that includes student name, semester and year of the Special Studies, title of the Special Studies, instructor's name, number of credits and at least one paragraph articulating the scope of the project and its goals.

Cross-Listed and Interdepartmental Courses

The following courses in other departments are particularly good supplements to the art major and minor.

AMS 302 The Material Culture of New England 1630–1860

Not for seminar credit.

ANT 135 Introduction to Archaeology

FLS 280 Introduction to Video Production

IDP 106 Mapping the Renaissance

MUX 118 The History and Critical Issues of Museums

LSS 105 Introduction to Landscape Studies

Honors

Directors of the Honors Committee

Art History: Frazer Ward

Studio Art: Fraser Stables

ARH 430d Honors Project

8 credits

Full-year course; Offered each year

ARS 430d Honors Project

8 credits

Full-year course; Offered each year

Requirements and Presentation: ARH 294 is recommended for art history majors. All candidates will present their work to the art department, in a public presentation, late in April or early May. Guidelines and further details can be found at the art department Web site.

The Major

Advisers: Martin Antonetti, Brigitte Buettner, A. Lee Burns, John Davis, Craig Felton, John Gibson, Susan Heideman, Barbara Kellum, Dana Leibsohn, John Moore, Dwight Pogue, Marilyn Rhie, John Slepian, Fraser Stables, Frazer Ward, Lynne Yamamoto

Art History Adviser for Study Abroad: Frazer Ward

Art Studio Adviser for Study Abroad: Fraser Stables for studio and Jim Middlebrook for architecture

There is one art major, which may be taken in one of three variations: Plan A (history of art), Plan B (studio art) or Plan C (architecture).

Areas of Study

Courses in the history of art are divided into areas that reflect breadth in terms of both geography and chronology. The geographical divisions of the curriculum are the Americas, the Asia/Islamic World, and Europe, the chronological divisions are Group I (before 1200), Group II (1200–1800), and Group III (after 1800).

Group I: 204, 212, 216, 221, 222, 226, 230, 232, 285

Group II: 205, 220, 224, 228, 234, 237, 240, 242, 244, 246, 250, 251, 252, 254, EAS 270, EAS 279

Group III: 260, 264, 265, 272, 273, 276, 281, 282, 283, 284

No course counting toward the fulfillment of the major or minor may be taken for an S/U grade except ARS 398 and ARS 399. Courses associated with a concentration (such as IDP and ARX) cannot be counted toward the completion of the art major.

Students entering Smith College in the Fall 2011 semester (or after) are subject to the following requirements. All others have the option of following this set of requirements or the one in effect when they arrived at the college or declared their major.

Plan A. The History of Art

Requirements: Eleven courses, one of which must address the Americas, one the Asia/Islamic world and one Europe. Requirements thus include:

1. Two 100-level courses, to be taken before the junior year:
 - a. One survey course Introduction to Art History: Asia [ARH 120], Introduction to Art History: Western Traditions [ARH 140] or Introduction to Art History: Architecture and the Built Environment [ARH 150] and
 - b. One colloquium in art history (ARH 101) or a second survey course. First-Year Seminars taught by members of the art history faculty will count towards the 100-level art history requirement. ARH 150, because it does not focus on one historical period or geographic setting, does not fulfill any geographic or chronological requirement.
2. One course in studio art
3. Seven courses in the history of art at the 200 level, such that:
 - a. two courses are from Group I: Before 1200
 - b. two courses are from Group II: 1200–1800
 - c. two courses are from Group III: After 1800
 - d. one is a methodological colloquium at the ARH 290 level, to be taken in the sophomore or junior year (before the seminar)

Normally, five of the history of art courses counted toward the major must be taken at Smith.
4. One seminar in the history of art (to be taken at Smith). Seminars do not count toward chronological or geographical distribution requirements.

Plan B. Studio Art

Requirements: Thirteen courses, which will include:

1. Two 100-level courses selected from the following: ARS 161, 162, 163 and 164. Note that certain upper level courses indicate specific 100-level course prerequisites.
2. Two 100-level art history courses selected from two of the following categories:
 - a. colloquia (ARH 101 or 150)
 - b. non-Western survey (ARH 120 or 150)
 - c. Western survey (ARH 140)
3. Two additional art history courses, at least one of which must be in Group I or II.
4. Five additional studio art courses, which must normally include the full sequence of courses available (usually three) in one of the following five areas of concentration:

- a. electronic media. Smith or Five-College digital or video production may count as upper-level digital courses.
 - b. graphic arts
 - c. painting
 - d. photography
 - e. sculpture
 - f. drawing
5. ARS 385
 6. ARS 398 or 399. Only J-term graduates take ARS 398; it must be taken in their last fall semester. All other seniors must take ARS 399 in the spring semester of their senior year.

In addition, in their senior year studio art majors will be required to install an exhibition during the last half of the spring semester, or the fall semester for J-term graduates.

To fulfill this requirement, Plan B majors will enroll in ARS 398–399.

Declaring the Plan B major

A student may declare a Plan B major anytime after she has completed the introductory (100 level) studio art requirements and one additional studio art course. She must submit a portfolio of work to the Portfolio Review Committee. Portfolios will be reviewed each semester, just before the advising period. Students who receive a negative evaluation will be encouraged to take an additional studio course or courses, and resubmit their portfolio at a subsequent review time. Students who receive a negative evaluation may resubmit their portfolios in subsequent reviews up to and including the last portfolio review available during their sophomore year. These students will be offered suggestions for strengthening their portfolios through additional studio coursework in the same or other media represented in the portfolio. The additional studio courses will count toward fulfilling the major requirements.

Mapping the Plan B major

Upon receiving a positive portfolio evaluation, a student should select and meet with a Plan B adviser. Together they will discuss her interests, review her studio work to date and select an area of studio in which she will concentrate. In exceptional cases the student and her adviser may design a sequence of studio courses that draws from several areas of concentration.

Plan C. Architecture

Requirements: Twelve courses, which will include:

1. Two 100-level courses selected from two of the following categories:
 - a. colloquia (ARH 101)
 - b. non-Western survey (ARH 120 or 150)
 - c. Western survey (ARH 140)
2. ARS 162 or ARS 163, ARS 283 or LSS 255, ARS 285 or LSS 250, ARS 388 or ARS 389/LSS 389
3. One other upper-level course in three-dimensional architectural design, such as ARS 386.
4. One studio course in another medium.
5. Three 200-level courses in history of art that focus on architectural monuments, urban environments or spatial experience. Students must take one course in at least two areas of study (Groups I–III). For 2011–12, the 200-level courses that focus on architecture are as follows: ARH 216. For the spring semester: ARH 204, 228, 232, 272.
6. One seminar in the history of art normally taken at Smith, with the research paper written on an architectural topic.

Students who contemplate attending a graduate program in architecture should take one year of physics and at least one semester of calculus.

The Minors

Plan 1. History of Art

Designed for students who, although a major in another department, wish to focus some of their attention on the history of art. With the assistance of their advisers, students may construct a minor as specific or comprehensive as they desire within the skeletal structure of the requirements.

Advisers: Martin Antonetti, Brigitte Buettner, John Davis, Craig Felton, Barbara Kellum, Dana Leibsohn, John Moore, Marylin Rhie and Frazer Ward

Requirements: Six courses: two 100-level courses, three additional courses in history of art (two of which must be in different areas of study [Groups I–III]), and one seminar (to be taken at Smith).

Plan 2. Studio Art

Designed for students who wish to focus some of their attention on studio art although they are majors in another department. With the assistance of her adviser, a student may construct a minor with primary emphasis on one area of studio art, or she may design a more general minor which encompasses several areas of studio art.

Advisers: A. Lee Burns, John Gibson, Susan Heideman, Dwight Pogue, John Slepian, Fraser Stables, Lynne Yamamoto

Pending CAP Approval

Requirements: One 100-level course selected from the following: ARS 161, 162, 163 and 164, and five additional courses in studio art, of which three must be at the 200 level and at least one must be at the 300 level.

Requirements: ARS 163 and five additional courses in studio art, of which at least three must be at the 200 level and at least one must be at the 300 level.

Plan 3. Architecture

Designed for students who wish to focus some attention on architecture although they are majors in another department. Seeks to introduce students to the history, design and representation of the built environment.

Advisers: Brigitte Buettner, John Davis, Barbara Kellum, Dana Leibsohn, John Moore, Frazer Ward

Requirements:

1. One 100-level art history course
2. ARS 162 or 163, 283 and 285
3. Two art history courses above the 100 level that focus on architectural monuments, urban environments, or spatial experience: ARH 202, 204, 206, 208, 212, 214, 216, 222, 224, 226, 228, 232, 234, 246, 250, 264, 265, 270, 272, 274, 276, 283, 285, 288, 359. For 2011–12, the 200-level courses that focus on architecture are as follows: ARH 216 (fall semester); ARH 204, 228, 232, 272 (spring semester).

Plan 4. Graphic Arts

Adviser: Dwight Pogue

Graphic Arts: Seeks to draw together the department's studio and history offerings in graphic arts into a cohesive unit. The requirements are: ARS 163 (basis); ARH 247 or 268; and any four of the following: ARS from: 269, 270, 272, 275, 369, 372, 375, of which one should be at the 300 level or a continuation of one medium.

Arts and Technology

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

^{**†} Joseph O'Rourke, Professor of Computer Science,
Professor of Mathematics, *Director*

Advisers

Rodger Blum, Professor of Dance
Edward Check, Senior Lecturer in Theater
Judy Franklin, Associate Professor of Computer Science

Barbara Kellum, Professor of Art
Eitan Mendelowitz, Assistant Professor of Computer
Science

John Slepian, Assistant Professor of Art
Fraser Stables, Professor of Art

^{*†} Steve Waksman, Associate Professor of Music

The arts and technology minor engages students and faculty from across the campus and from all three academic divisions. The emphasis is on arts plural, including art, music, dance, theater and film, and on technology broadly conceived, including computer science, engineering, mathematics and statistics, physics and other interested departments.

This interdisciplinary minor provides students with a strong foundation in media arts and technology studies, while laying the groundwork for more advanced work in this area. Two primary strengths of the minor are the broad range of topics and approaches to which students are exposed, and the individualized nature of each student's trajectory through the minor. The field of arts and technology is by nature diverse and rapidly changing, and therefore requires broad exposure, and self-direction and high motivation from the student. With careful and attentive advising, our students are able to navigate this complex field successfully, while developing the background and experience necessary for more advanced work.

While each student's path through the minor will be unique, all students must meet certain core requirements. The requirements are structured into three layers: a specific foundational level, a flexible intermediate level and a culminating Special Studies. Students will take one or more of the foundation level courses to discover how technology is employed in various fields of art, to experience the process of art critique and to identify the areas of creativity in which they are interested. The intermediate-level courses provide a progressive

interdisciplinary structure that guides students to embrace at least two disciplines, at increasingly advanced levels of artistic and technological stages. The sixth course is a Special Studies the student designs with her advisers. There are many exciting possibilities, including collaborations with other students, and venues for performance, exhibitions, demonstrations and publications.

Requirements

Six semester courses: at least one foundational course, at least three intermediate courses and a culminating Special Studies. Students are also encouraged to utilize appropriate Five College courses, and will design their intermediate course plan in consultation with an arts and technology minor adviser.

1. One or more **Foundational Courses**:

ARS 162 Introduction to Digital Media
CSC 106 Introduction to Computing and the Arts
THE 100 The Art of Theater Design

2. At least three **Intermediate Courses**, from at least two different departments, at least two at the 200 level or above:

EGR 100 Engineering for Everyone
CSC 111 Introduction to Computer Science Through Programming
FYS 164 Issues in Artificial Intelligence

- PHY 108 Optics Is Light Work
 PHY 115/117 General Physics I (or Advanced General Physics I)
- MUS 205 Popular Music and Technology
 MTH 205 Modeling in the Sciences
 CSC 212 Programming with Data Structures
 PHY 224 Electronics
 MTH 227 Topics in Modern Mathematics: Mathematical Sculptures
 ARS 263 Intermediate Digital Media
 CSC 240 Computer Graphics
 THE 253 Introduction to Lighting Design
 FLS 280 Introduction to Video Production
 CSC 260 Programming Techniques for the Interactive Arts
 CSC 290 Introduction to Artificial Intelligence
- MUS 345 Electro-Acoustic Music
 CSC 354 Seminar in Digital Sound and Music Processing
 ARS 361 Interactive Digital Multimedia
 DAN 377 Advanced Studies in History and Aesthetics
 THE 318 Movements in Design

3. **Culminating Special Studies** on a topic approved by an arts and technology minor adviser:

- ATC 400 4-credit Special Studies

Astronomy

Visiting faculty and some lecturers are generally appointed for a limited term.

Visit www.smith.edu/catalog for current course information.

Professor

¹² Suzan Edwards, Ph.D., *Chair*

Associate Professor

James Lowenthal, Ph.D.

Laboratory Instructor

Meg Thacher, M.S.

Five College Faculty teaching in the undergraduate program

M. Darby Dyar, Ph.D. (Professor, Mount Holyoke College)

George S. Greenstein, Ph.D. (Professor, Amherst College)

Salman Hameed, Ph.D. (Associate Professor, Hampshire College)

Houjun Mo, Ph.D. (Professor, University of Massachusetts)

Alexandra Pope, Ph.D. (Assistant Professor, University of Massachusetts)

Stephen E. Schneider, Ph.D. (Professor, University of Massachusetts)

Ronald L. Snell, Ph.D. (Professor, University of Massachusetts)

Grant Wilson, Ph.D. (Associate Professor, University of Massachusetts)

Min Yun, Ph.D. (Associate Professor, University of Massachusetts)

Students who are considering a major in astronomy should complete PHY 115 or 117 and 118 and the mathematics sequence up to Calculus II (MTH 112) at their first opportunity.

Good choices for first-year astronomy courses for science majors are AST 111 and AST 113. Courses designed for non-science majors who would like to know something about the universe are AST 100, 102, 103, 109 and 220.

The astronomy department is a collaborative Five College department. Courses designated FC (Five College) are taught jointly with Amherst College, Hampshire College, Mount Holyoke College and the University of Massachusetts. Because of differences among the academic calendars of each school, courses designated "FC" may begin earlier or later than other Smith courses. Students enrolled in any of these courses are advised to consult the Five College astronomy office (545-2194) for the time of the first class meeting.

100 A Survey of the Universe

Discover how the forces of nature shape our understanding of the cosmos. Explore the origin, structure, and evolution of the earth, moons and planets, comets

and asteroids, the sun and other stars, star clusters, the Milky Way and other galaxies, clusters of galaxies and the universe as a whole. Designed for non-science majors. **(N)** 4 credits

Suzan Edwards

Offered Spring 2012

102 Sky and Time

This course explores the astronomical roots of clocks and calendars, and relies on both real and simulated observations of the sun, moon and stars. In addition to weekly projects based on collecting and interpreting data, students independently research a clock and a calendar from another culture, either ancient or modern. There are no prerequisites, and students from all disciplines and backgrounds are welcome. Enrollment limited to 25 per section. **(N)** 4 credits

Suzan Edwards, Fall

James Lowenthal, Spring

Offered Fall 2011, Spring 2012

103 Sky and Telescopes

View the sky with the telescopes of the McConnell roof observatory, including the moon, the sun, the planets,

nebulae and galaxies. Learn to use a telescope on your own, and find out about celestial coordinate and time-keeping systems. Designed for non-science majors. Enrollment limited to 20 students per section. **{N}**

3 credits

James Lowenthal

Offered Fall 2011

111 Introduction to Astronomy

A comprehensive introduction to the study of modern astronomy, covering planets—their origins, orbits, interiors, surfaces and atmospheres; stars—their formation, structure and evolution; and the universe—its origin, large-scale structure and ultimate destiny. This introductory course is designed for students who are planning to major in science or math. Prerequisite: MTH 111 or the equivalent. **{N}** 4 credits

James Lowenthal

Offered Fall 2011

113 Telescopes and Techniques

An introduction to observational astronomy for students who have taken or are currently taking a physical science class. Become proficient using the telescopes of the McConnell roof observatory to observe celestial objects, including the moon, the sun, the planets, stars, nebulae and galaxies. Learn celestial coordinate and time-keeping systems. Find out how telescopes and digital cameras work. Take digital images of celestial objects and learn basic techniques of digital image processing. Become familiar with measuring and classification techniques in observational astronomy. Enrollment limited to 20 students. **{N}** 4 credits

Suzan Edwards

Offered Spring 2012

220 FC20 Topics in Astronomy

Topic: Astrobiology. Are we alone in the universe? The essence of that question has likely been a source of inspiration since the dawn of humanity. The modern science of astrobiology is a transdisciplinary study of extraterrestrial life in the universe drawing from active research in astrophysics, biology, chemistry and geology. A microbiologist, an astronomer and a planetary scientist have teamed up to take you through this interdisciplinary course, where we will look at the history of extraterrestrial debate and analyze the science behind astrobiology. We will investigate the properties of life as we know it and extrapolate their properties to consider

the potential for simple life forms to exist on Mars and elsewhere in our solar system, the possibility of intelligent life on habitable planets near distant stars, and finally the implications of extraterrestrial life to life on Earth. Prerequisite: one science course in any field.

{H/N} 4 credits

Darby Dyar, Salman Hameed, at Hampshire

Offered Fall 2011

223 FC23 Planetary Science

An introductory course for physical science majors. Topics include planetary orbits, rotation and precession; gravitational and tidal interactions; interiors and atmospheres of the Jovian and terrestrial planets; surfaces of the terrestrial planets and satellites; asteroids, comets and planetary rings and origin and evolution of the planets. Prerequisites: one semester of calculus and one semester of a physical science. **{N}** 4 credits

Darby Dyar, at Mount Holyoke

Offered Spring 2012

224 FC24 Stellar Astronomy

Discover the fundamental properties of stars based on the analysis of digital images and application of basic laws of physics in a simulated research experience. Interactive format includes computer programming for reducing and analyzing data, exploring theoretical functions that model stellar properties, and confronting observations with theory. Final projects are based on data from the Hubble Space Telescope and large ground-based telescopes. Offered in alternate years with 225. Prerequisites: PHY 118, MTH 111, plus one astronomy class. **{N}** 4 credits

Suzan Edwards

Not offered 2011–12

225 FC25 Galaxies and Dark Matter

Discover the compelling evidence that most of the mass of a galaxy is dark matter based on analysis of orbital data, stellar populations and basic laws of physics in a simulated research experience. Interactive format includes computer simulations, data analysis and confronting observations with theory. Final projects explore the viability of dark matter candidates. Offered in alternate years with 224. Prerequisites: PHY 115, MTH 111, plus one astronomy class. **{N}** 4 credits

Suzan Edwards

Offered Fall 2011

226 FC26 Cosmology

This course begins with the discovery of the expansion of the universe, and moves on to current theories of this expansion. We consider cosmological models and topics in current astronomy which bear upon them, including the cosmic background radiation, nucleosynthesis, dating methods, determination of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Prerequisites: MTH 111 and one physical science course. **(N)** 4 credits

George Greenstein, at Amherst

Not offered 2011–12

228 FC28 Astrophysics I: Stars and Galaxies

A calculus-based introduction to the properties, structure, formation and evolution of stars and galaxies. The laws of gravity, thermal physics and atomic physics provide a basis for understanding observed properties of stars, interstellar gas and dust. We apply these concepts to develop an understanding of stellar atmospheres, interiors and evolution, the interstellar medium and the Milky Way and other galaxies. Prerequisites: two semesters of college-level physics and second-semester calculus. **(N)** 4 credits

James Lowenthal

Offered Spring 2012

330 FC30 Seminar: Topics in Astrophysics

Topic: Cosmology and Galaxy Formation. The application of physics to the understanding of the origin, structure and evolution of the universe. The expanding universe: observational evidence, observables and physical quantities in an expanding universe. The standard big bang model: the evolution of the universe. Matter/energy content of the universe: dark matter and dark energy; the thermal history and the generation of particles and elements; the cosmic microwave background; how to probe the geometry and energy content of the universe; inflation; the growth of structure in an expanding universe; the formation of dark matter halos and galaxies. Strong background in physics and math is required. Prerequisites: four semesters of physics; proficiency in calculus (differentiation, integration, differential equations). **(N)** 4 credits

Houjun Mo, at UMass

Offered Fall 2011

335 FC35 Astrophysics II: Modern

Direct determinations of distances in the solar system and to nearby stars. Indirect measurements of the distances to more distant stars and galaxies. Celestial mechanics, interactions of radiation with matter, thermal radiation, stellar structure, formation of spectral lines and stellar pulsation. Prerequisites: AST 228 and four semesters of college physics. **(N)** 4 credits

Min Yun, at UMass

Offered Fall 2011

337 FC37 Observational Techniques in Optical and Infrared Astronomy

An introduction to the techniques of gathering and analyzing astronomical data, with an emphasis on observations related to determining the size scale of the universe. Telescope design and optics. Instrumentation for imaging, photometry and spectroscopy. Astronomical detectors. Computer graphics and image processing. Error analysis and curve fitting. Prerequisites: at least one of AST 224, 225, 226 or 228 and one physics course at the 200 level. **(N)** 4 credits

Not offered 2011–12

352 FC52 Astrophysics III: Galaxies and the Universe

The application of physics to the understanding of astronomical phenomena related to galaxies. Dynamics and structure of stellar systems: the virial theorem and Jeans equations and their applications; galaxy rotation and the presence of dark matter in the universe; spiral density waves. The stellar content of galaxies: star formation and the principle of stellar population synthesis. Physical processes in the gaseous interstellar medium: photoionization and HII regions and emission lines; shocks in supernova remnants and stellar jets; energy balance in molecular clouds. Quasars and active galactic nuclei: synchrotron radiation; accretion disks; supermassive black holes. Prerequisites: four semesters of physics beyond PHY 118. **(N)** 4 credits

Alexandra Pope, at UMass

Offered Spring 2012

400 Special Studies

Independent research in astronomy. Admission by permission of the department. The student is expected to define her own project and to work independently, under the supervision of a faculty member. 1 to 4 credits
Offered both semesters each year

The Major

Advisers: Suzan Edwards, James Lowenthal

The astronomy major is designed to provide a good foundation in modern science with a focus on astronomy. Taken alone, it is suited for students who wish to apply scientific training in a broad general context. If coupled with a major in physics, the astronomy major or minor provides the foundation to pursue a career as a professional astronomer. Advanced courses in mathematics and a facility in computer programming are strongly encouraged.

Requirements: Eleven courses (44 credits), which will include the following eight courses: 111 or 228; 113; three astronomy courses at the 200 level (one of which is 224 or 225); one astronomy course at the 300 level; PHY 115 or 117 and 118. The remaining three must be at the 200 or 300 level. In advance consultation with your adviser, two of them may be chosen from appropriate intermediate level courses in closely related fields such as mathematics, physics, engineering, geology, computer science or the history or philosophy of science.

The Minor

Advisers: Suzan Edwards, James Lowenthal

The astronomy minor is designed to provide a practical introduction to modern astronomy. If combined with a major in another science or mathematics-related field, such as geology, chemistry or computer science, it can provide a versatile scientific background, which would prepare a student for future work as a scientist or technical specialist. Alternatively, the minor may be combined with a major in a nonscientific field, such as history, philosophy or education, for students who wish to apply their astronomical backgrounds in a broader context, which could include history of science, scientific writing or editing or science education.

Requirements: 24 credits, including the following three courses: 111; 224 or 225; and PHY 115 or 117. The remaining three courses will be two additional astronomy courses plus either an astronomy or a physics offering.

Minor in Astrophysics

Advisers: Suzan Edwards, James Lowenthal

The astrophysics minor is designed for a student who is considering a career as a professional astronomer. Central to this approach is a strong physics background, coupled with an exposure to topics in modern astrophysics. Students are advised to acquire a facility in computer programming. Especially well-prepared students may enroll in graduate courses in the Five College Astronomy Department.

Requirements: Completion of physics major plus any three astronomy classes except AST 100, 102, 103, 111.

Honors

Director: Suzan Edwards

430d Honors Project

8 credits

Full-year course; available to qualified students ready for rigorous independent work. Students are expected to define their research project and work in close consultation with an adviser.

Biochemistry

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

Stylianou P. Scordilis, Ph.D. (Biological Sciences)

[†] Steven Williams, Ph.D. (Biological Sciences)

David Bickar, Ph.D. (Chemistry)

^{**†} Christine White-Ziegler, Ph.D. (Biological Sciences)

Associate Professors

Cristina Suarez, Ph.D. (Chemistry)

Adam Hall, Ph.D. (Biological Sciences)

Elizabeth Jamieson, Ph.D. (Chemistry), *Director*

Senior Lecturer

Lâle Aka Burk, Ph.D. (Chemistry)

Laboratory Instructor

Amy Burnside, Ph.D. (Biochemistry)

McPherson Postdoctoral Fellow in Biochemistry

Carolyn Dehner, Ph.D.

Courses in the biochemistry major are listed below. Prospective majors are encouraged to refer to the description of the major in this catalogue and to contact biochemistry faculty to discuss appropriate paths through these courses.

252 Biochemistry I: Biochemical Structure and Function

Structure and function of biological macromolecules: proteins and nucleic acids. Mechanisms of conformational change and cooperative activity; bioenergetics, enzymes and regulation. Prerequisites: BIO 202 and CHM 223. Laboratory (BCH 253) must be taken concurrently by biochemistry majors; optional for others. **{N}** 3 credits

Stylianou P. Scordilis, Carolyn Dehner

Offered Spring 2012

253 Biochemistry I Laboratory

Techniques of modern biochemistry: ultraviolet spectrophotometry and spectrofluorimetry, SDS polyacrylamide gel electrophoresis, Scatchard analysis and a project lab on linked enzyme kinetics. Prerequisite: BIO 203. BCH 252 is a prerequisite or must be taken concurrently. **{N}** 2 credits

Amy Burnside, Carolyn Dehner

Offered Spring 2012

352 Biochemistry II: Biochemical Dynamics

Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization. Prerequisites: BCH 252 and CHM 224. Laboratory (BCH 353) must be taken concurrently by biochemistry majors; optional for others. **{N}**

3 credits

Elizabeth Jamieson

Offered Fall 2011

353 Biochemistry II Laboratory

Investigations of biochemical systems using experimental techniques in current biochemical research. Emphasis is on independent experimental design and execution. BCH 352 is a prerequisite or must be taken concurrently. **{N}** 2 credits

Amy Burnside

Offered Fall 2011

380 Seminar: Topics in Biochemistry

Cancer: Cells Out of Control

Known since the ancient Egyptians, cancers may be considered a set of normal cellular processes gone awry in various cell types. This seminar will consider chemical and radiation carcinogenesis, oncogenesis, growth factor signaling pathways and the role of hormones in

cancers, as well as the pathologies of the diseases. Prerequisites: BIO 202 and 203. **{N}** 3 credits

Stylianos P. Scordilis

Offered Spring 2013

Biochemical Bases of Ischemia

There has been a surge in understanding of the biochemical and molecular bases of ischemic damage and stroke. This seminar will explore the molecular bases for cell and tissue damage during ischemia in muscle and in the nervous system, and will explore molecular mechanisms for pre-conditioning tissues against such damage. Prerequisite: Cell Biology (BIO 202). **{N}** 3 credits

Adam Hall, Stylianos P. Scordilis

Offered Spring 2012

390 Biochemical Research Using Advanced Techniques, Techniques for 2012: Proteomics

In the post-genomics era we are now faced with deciphering the ever increasing complexity of macromolecules and their regulation. This primarily laboratory course will use state-of-the-art molecular techniques to analyze student/faculty-designed projects. Prerequisites: Organic Chemistry 2 (CHM 223) and Biochemistry I (BCH 252/253) or by permission of the instructor. Enrollment limited to 12. (E) **{N}** 4 credits

Amy Burnside, Kalina Dimova, Stylianos P. Scordilis

Offered Spring 2012

400 Special Studies

Variable credit (1 to 5) as assigned
Offered both semesters each year

400d Special Studies

Variable credit (2 to 10) as assigned
Full-year course; Offered each year

Biological Sciences and Chemistry Courses in the Major

BIO 150 Cells, Physiology and Development

Students in this course will investigate the structure, function and physiology of cells; the properties of biological molecules; information transfer from the level of DNA to cell-cell communication; and cellular energy generation and transfer. The development of multicellular organisms and the physiology of selected organ systems will also be explored. Laboratory (BIO 151) is

recommended but not required. Enrollment limited to 80. **{N}** 4 credits

Richard Briggs, Michael Barresi, Carolyn Wetzel

Offered Fall 2011, Spring 2012

BIO 151 Cells, Physiology and Development Laboratory

Laboratory sessions in this course will combine observational and experimental protocols. Students will examine cellular molecules and monitor enzymatic reactions, photosynthesis and respiration to study cellular function. Students will also examine embryology and the process of differentiation, the structure and function of plant systems, and the physiology of certain animal systems. Prerequisite: BIO 150 (normally taken concurrently). **{N}** 1 credit

Carolyn Wetzel, Judith Wopereis, Graham Kent

Offered Fall 2011, Spring 2012

CHM 111 Chemistry I: General Chemistry

The first semester of our core chemistry curriculum introduces the language(s) of chemistry and explores atoms, molecules and their reactions. Topics covered include electronic structures of atoms, structure shape and properties of molecules, reactions and stoichiometry. Enrollment limited to 60 per lecture section, 16 per lab section. **{N}** 5 credits

Members of the department

Laboratory Coordinator: Maria Bickar

Offered Fall 2011, Fall 2012

CHM 118 Advanced General Chemistry

This course is designed for students with a very strong background in chemistry. The elementary theories of stoichiometry, atomic structure, bonding, structure, energetics and reactions will be quickly reviewed. The major portions of the course will involve a detailed analysis of atomic theory and bonding from an orbital concept, an examination of the concepts behind thermodynamic arguments in chemical systems, and an investigation of chemical reactions and kinetics. The laboratory deals with synthesis, physical properties and kinetics. The course is designed to prepare students for CHM 222/223 as well as replace both CHM 111 and CHM 224. A student who passes 118 cannot take either 111 or 224. Enrollment limited to 32. **{N}** 5 credits

Robert Linck

Laboratory Coordinator: Heather Shafer

Offered Fall 2011, Fall 2012

BIO 200 Animal Physiology

Functions of animals, including humans, required for survival (movement, respiration, circulation, etc.); neural and hormonal regulation of these functions; and the adjustments made to challenges presented by specific environments. Prerequisites: BIO 150/151 and CHM 111 or CHM 118. Laboratory (BIO 201) is optional but strongly recommended. **{N}** 4 credits

Richard Briggs, Margaret Anderson

Offered Fall 2011

BIO 201 Animal Physiology Laboratory

Experiments will demonstrate concepts presented in BIO 200 and illustrate techniques and data analysis used in the study of physiology. BIO 200 must be taken concurrently. **{N}** 1 credit

Richard Briggs, Margaret Anderson

Offered Fall 2011

BIO 202 Cell Biology

The structure and function of eukaryotic cells. This course will examine contemporary topics in cellular biology: cellular structures, organelle function, membrane and endomembrane systems, cellular regulation, signaling mechanisms, motility, bioelectricity, communication and cellular energetics. This course is a prerequisite for Biochemistry I (BCH 252). Prerequisites: BIO 150/151 and CHM 222. Laboratory (BIO 203) is recommended but not required. **{N}** 4 credits

Stylianos Scordilis

Offered Fall 2011

BIO 203 Cell Biology Laboratory

Inquiry-based laboratory using techniques such as spectrophotometry, enzyme kinetics, bright field and fluorescence light microscopy and scanning electron microscopy. There will be an emphasis on student-designed projects. This course is a prerequisite for Biochemistry I Laboratory (BCH 253). Prerequisite: BIO 202 (should be taken concurrently). **{N}** 1 credit

Graham Kent, Chris Vriezen

Offered Fall 2011

BIO 204 Microbiology

This course examines bacterial morphology, growth, biochemistry, genetics and methods of controlling bacterial activities. Emphasis is on bacterial physiology and the role of the prokaryotes in their natural habitats. The course also covers viral life cycles and diseases caused by viruses. Prerequisites: BIO 150 and CHM 111

or equivalent advanced placement courses. Laboratory (BIO 205) must be taken concurrently. **{N}** 3 credits

Chris Vriezen

Offered Spring 2012

BIO 205 Microbiology Laboratory

Experiments in this course explore the morphology, physiology, biochemistry and genetics of bacteria using a variety of bacterial genera. Methods of aseptic technique; isolation, identification and growth of bacteria are learned. An individual project is completed at the end of the term. BIO 204 must be taken concurrently.

{N} 2 credits

Chris Vriezen

Offered Spring 2012

BIO 230 Genomes and Genetic Analysis

An exploration of genes and genomes that highlights the connections between molecular biology, genetics, cell biology and evolution. Topics will include DNA and RNA, protein structure and function, gene organization, mechanisms and control of gene expression, origins and evolution of molecular mechanisms, and gene networks. The course will also deal with the principal experimental and computational tools that have advanced relevant fields, and will introduce students to the rapidly expanding databases at the core of contemporary biology. Relying heavily on primary literature, we will explore selected topics, including the molecular biology of infectious diseases, genetic underpinnings of development, the comparative analysis of whole genomes, and the origin and evolution of genome structure and content. Prerequisites: BIO 110 or 152. Laboratory (BIO 231) is recommended but not required. **{N}** 4 credits

Steven Williams, Robert Merritt

Offered Spring 2012

BIO 231 Genomes and Genetic Analysis Laboratory

A laboratory designed to complement the lecture material in BIO 230. Laboratory and computer projects will investigate methods in molecular biology, including recombinant DNA, gene cloning, and DNA sequencing as well as contemporary bioinformatics, data mining and the display and analysis of complex genome databases. Prerequisite: BIO 230 (should be taken concurrently). **{N}** 1 credit

Lori Saunders, Lou Ann Bierwert

Offered Spring 2012

CHM 222 Chemistry II: Organic Chemistry

An introduction to the theory and practice of organic chemistry. The course focuses on structure, nomenclature, physical and chemical properties of organic compounds and infrared and nuclear magnetic resonance spectroscopy for structural analysis. Reactions of carbonyl compounds will be studied in depth. Prerequisite: CHM 111 or 118. Enrollment limited to 16 per lab section. **{N}** 5 credits

Robert Linck, Kevin Shea

Laboratory Coordinator: Maria Bickar

Offered Spring 2012, Spring 2013

CHM 223 Chemistry III: Organic Chemistry

Material will build on introductory organic chemistry topics covered in CHM 222 and will focus more heavily on retrosynthetic analysis and multistep synthetic planning. Specific topics include reactions of alkyl halides, alcohols and ethers; aromaticity and reactions of benzene; and cycloaddition reactions, including the Diels-Alder reaction. Prerequisite: CHM222 and successful completion of the 222 lab. Enrollment limited to 16 per lab section. **{N}** 5 credits

David Gorin, Kevin Shea

Laboratory Coordinator: Rebecca Thomas

Offered Fall 2011, Fall 2012

CHM 224 Chemistry IV: Introduction to Inorganic and Physical Chemistry

This final course in the chemistry core sequence provides a foundation in the principles of physical and inorganic chemistry that are central to the study of all chemical phenomena. Topics include coordination chemistry of transition metals and quantitative treatment of thermochemistry, chemical equilibria, electrochemistry and reaction kinetics. Prerequisites: CHM 111 or equivalent and MTH 111 or equivalent. Enrollment limited to 16 per lab section. **{N}** 5 credits

Members of the department

Laboratory Coordinator: Heather Shafer

Offered Spring 2012, Spring 2013

BIO 302 Developmental Biology

How does a single cell give rise to the complexity and diversity of cells and forms that make us the way we are? Developmental biology answers this question by spanning disciplines from cell biology and genetics to ecology and evolution. The remarkable phenomena that occur during embryonic development will be

presented in concert with the experiments underlying our current knowledge. We will web-conference with the prominent developmental biologists whose research we are covering. Prerequisites: BIO 150, 152 and 202 or 230; 154 is suggested. **{N}** 4 credits

Michael Barresi

Offered Fall 2011

BIO 306 Immunology

An introduction to the immune system covering the molecular, cellular, and genetic bases of immunity to infectious agents. Special topics include immunodeficiencies, transplantation, allergies, immunopathology and immunotherapies. Prerequisite: BIO 202. Recommended: BIO 152 or 230 and/or BIO 204. Laboratory (BIO 307) is recommended but not required. **{N}** 4 credits

Christine White-Ziegler

Offered Fall 2012

BIO 310 Cellular and Molecular Neuroscience

Molecular level structure-function relationships in the nervous system. Topics include development of neurons, neuron-specific gene expression, mechanisms of neuronal plasticity in learning and memory, synaptic release, molecular biology of neurological disorders and molecular neuropharmacology. Prerequisite: BIO 202, 230 or permission of the instructor. Enrollment limited to 20. **{N}** 4 credits

Adam C. Hall

Offered Fall 2011

BIO 332 Molecular Biology of Eukaryotes

Advanced molecular biology of eukaryotes and their viruses. Topics will include genomics, bioinformatics, eukaryotic gene organization, regulation of gene expression, RNA processing, retroviruses, transposable elements, gene rearrangement, methods for studying human genes and genetic diseases, molecular biology of infectious diseases, genome projects and whole genome analysis. Reading assignments will be from a textbook and the primary literature. Each student will present an in-class presentation and write a paper on a topic selected in consultation with the instructor. Prerequisite: BIO 230. Laboratory (BIO 333) is recommended but not required. Enrollment limited to 16. **{N}** 4 credits

Steven A. Williams

Offered Fall 2011

BIO 350 Topics in Molecular Biology

Genetics of Human Sex Chromosomes

This seminar will focus on the molecular genetics of the human X and Y chromosomes. Particular emphasis will be given to the role of repetitive DNA sequences in shaping sex chromosome structure and content, X chromosome inactivation and the use of the Y chromosome in studies of human evolution. Prerequisite: BIO 152 or permission of the instructor. **{N}** 3 credits

Robert Merritt

Offered Spring 2012

CHM 332 Physical Chemistry II

Thermodynamics and kinetics: Will the contents of this flask react, and if so, how fast? Properties that govern the chemical and physical behavior of macroscopic collections of atoms and molecules (gases, liquids, solids and mixtures of the above). Prerequisites: CHM 224 or 118 and MTH 112 or 114. **{N}** 5 credits

Members of the department

Offered Spring 2012, Spring 2013

CHM 335 Physical Chemistry of Biochemical Systems

A course emphasizing physical chemistry of biological systems. Topics covered include chemical thermodynamics, solution equilibria, enzyme kinetics and biochemical transport processes. The laboratory focuses on experimental applications of physical-chemical principles to systems of biochemical importance. Prerequisites: CHM 224 or permission of the instructor and MTH 112. **{N}** 4 credits

David Bickar

Offered Spring 2012, Spring 2013

CHM 328 Bio-Organic Chemistry

This course deals with the function, biosynthesis, structure elucidation and total synthesis of the smaller molecules of nature. Emphasis will be on the constituents of plant essential oils; steroids, including cholesterol and the sex hormones; alkaloids and nature's defense chemicals; molecular messengers and chemical communication. The objectives of the course can be summarized as follows: to appreciate the richness, diversity and significance of the smaller molecules of nature, to investigate methodologies used to study and synthesize these substances, and to become acquainted with the current literature in the field. Prerequisite: 223. **{N}** 4 credits

Lâle Burk

Offered Spring 2012

CHM 338 Bio-NMR Spectroscopy and Imaging

This course is designed to provide an understanding of the general principles governing 1-D and 2-D nuclear magnetic resonance (NMR) spectroscopy. Examples from the diverse use of biological NMR in the study of protein structures, enzyme mechanisms, DNA, RNA, etc. will be analyzed and discussed. A basic introduction to magnetic resonance imaging (MRI) will also be included, concentrating on its application to biomedical issues. Prerequisite: a knowledge of NMR spectroscopy at the basic level, covered in CHM 222 and 223. **{N}** 4 credits

Cristina Suarez

Offered Fall 2012

CHM 347 Instrumental Methods of Analysis

A laboratory-oriented course involving spectroscopic, chromatographic and electrochemical methods for the quantitation, identification and separation of species. Critical evaluation of data and error analysis. Prerequisite: CHM 224 or permission of the instructor. **{N/M}** 5 credits

Not offered in 2011–12

CHM 357 Selected Topics in Biochemistry

Topic: Pharmacology and Drug Design. An introduction to the principles and methodology of pharmacology, toxicology and drug design. The pharmacology of several drugs will be examined in detail, as well as computational software used to examine drug binding and to assist in designing a new or modified drug. Some of the ethical and legal factors relating to drug design, manufacture, and use will also be considered. Prerequisite: BCH 352 or permission of the instructor. **{N}** 4 credits

David Bickar

Offered Fall 2011

CHM 369 Bioinorganic Chemistry

This course will provide an introduction to the field of bio-inorganic chemistry. Students will learn about the role of metals in biology as well as about the use of inorganic compounds as probes and drugs in biological systems. Prerequisites: CHM 223 and 224. **{N}** 4 credits

Elizabeth Jamieson

Offered Fall 2011

The Major

Increasingly, biochemistry and molecular biology are being recognized as two closely connected but distinct fields. To allow students the opportunity to focus their upper level course-work in either of these areas of study, the biochemistry major offers two tracks. Both upper level tracks are built on a common foundation of biochemistry, biology and chemistry courses that are fundamental to both fields.

Both tracks in the major offer excellent preparation for students interested in graduate school or health professional programs, such as medicine, dentistry, pharmacy or veterinary medicine. Additionally, students are well prepared for entry-level positions in industry and academia.

Biochemistry Track: Students who want to more fully explore the properties of biomolecules such as proteins, carbohydrates, lipids and nucleic acids, as well as how they function in metabolic and signal transduction pathways in the cells, should consider this track.

Molecular Biology Track: Students who want to more fully explore the molecular relationships between DNA, RNA and protein synthesis, and how these interactions are regulated in living cells, should consider this track.

Common foundation courses for both tracks: BIO 150/151, 202/203, 230/231; CHM 111, 222, 223 and 224 or 118, 222 and 223; and CHM 332 or 335; BCH 252/253.

Requirements: Beyond the common foundation, the requirements for individual tracks within the major are:

Biochemistry Track

1. One physiology course from: BIO 200/201, 204/205 or 312/313.
2. BCH 352 and 353
3. One elective from: BCH 380; BIO 306, 310, 332; CHM 328, 338, 357, 369.

Molecular Biology Track

1. BIO 204/205
2. BIO 332/333
3. One elective from: BCH 380, 352; BIO 302, 306, 310, 312, 334, 350

The S/U grading option is not allowed for courses counting toward the biochemistry major.

Exemption from required introductory courses may be obtained on the basis of Advanced Placement or by chemistry or biological sciences departmental placement.

Students are advised to complete all the required introductory courses (BIO 150/151, 202/203; CHM 111, 222, 223 and 224 or 118, 222 and 223) before the junior year.

Preparation for Graduate Study in Biochemistry and Molecular Biology

Both the biochemistry and molecular biology tracks offer a strong academic and experimental background for entrance into graduate school. Both tracks will prepare students to enter graduate school in molecular and cellular biology while students interested in entering graduate programs in biological chemistry will find it advantageous to choose the biochemistry track. Students planning graduate study in biochemistry or molecular biology are advised to include a year of calculus and a year of physics in their program of study. Independent research is also highly recommended in preparation for graduate school.

Prehealth Professional Programs

Students may prepare for health profession schools by majoring in any area, as long as they take courses that meet the minimum requirements for entrance. For most schools, these are two semesters each of English, general chemistry, organic chemistry, physics, math and biology. The science courses must include laboratories. Both the biochemistry and molecular biology tracks include several of the courses for entrance into health professional programs, making the biochemistry major an excellent choice for student applying to programs in medicine, dentistry, pharmacy or veterinary medicine. Other courses often required or recommended include biochemistry, calculus or statistics and social or behavioral science. Because health profession schools differ in the details of their requirements, students should confer with a prehealth adviser as early as possible about specific requirements.

Advisers: Lâle Burk, David Bickar, Adam Hall, Elizabeth Jamieson, Stylianos Scordilis, Cristina Suarez, Carolyn Wetzel, Christine White-Ziegler, Steven Williams

Honors Director: Adam Hall

430d Honors Project

8 credits
Full-year course; Offered each year

432d Honors Project

12 credits
Full-year course; Offered each year

Honors Requirements: Same as for the major, with the addition of a research project in the senior year culminating in a written thesis, an oral examination in biochemistry and an oral presentation of the honors research. Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Biological Sciences

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

Robert B. Merritt, Ph.D.
Margaret E. Anderson, Ph.D.
Richard F. Olivo, Ph.D.
Stylianios P. Scordilis, Ph.D., *Chair*
†² Steven A. Williams, Ph.D.
**² Paulette Peckol, Ph.D.
Richard T. Briggs, Ph.D.
**² Virginia Hayssen, Ph.D.
*¹ Michael Marcotrigiano, Ph.D.
Laura A. Katz, Ph.D.
**¹ Christine White-Ziegler, Ph.D.
**¹ L. David Smith, Ph.D.

Adjunct Professor

Thomas S. Litwin, Ph.D.

Associate Professors

†¹, §², Robert Dorit, Ph.D.
Adam Hall, Ph.D.

Adjunct Associate Professor

Leslie R. Jaffe, M.D.

Assistant Professors

Michael Barresi, Ph.D.
*² Jesse Bellemare, Ph.D.
Annaliese Beery, Ph.D.

Adjunct Assistant Professor

Gail E. Norskey, Ph.D.

Lecturers

†¹ Esteban Monserrate, Ph.D.
Denise Lello, Ph.D.
Lori Saunders, Ph.D.
Robert Nicholson, M.A.
Chris Vriezen, Ph.D.

Adjunct Lecturer

Carolyn Wetzel, Ph.D.

Senior Laboratory Instructor

Graham R. Kent, M.Sc.

Laboratory Instructors

†¹ Esteban Monserrate, Ph.D.
Gabrielle Immerman, B.A.
Lori Saunders, Ph.D.
Chris Vriezen, Ph.D.
Judith Wopereis, M.Sc.

Research Associate

Paul Wetzel, Ph.D.

Courses in the biological sciences are divided into five main sections.

- 1) Introductory and non-majors courses
(See pp. 120–21)
- 2) Core courses, required of all biological sciences majors
(See pp. 121–22)
- 3) 200- and 300-level courses
(See pp. 122–28)
- 4) Independent research
(See pp. 129)
- 5) Graduate courses
(See pp. 131–32)

Prospective majors are encouraged to refer to the description of the major in this catalog, and to contact biology faculty to discuss appropriate paths through these courses.

Introductory and Non-major Courses

101 Modern Biology for the Concerned Citizen

A course dealing with current issues in biology that are important in understanding today's modern world. Many of these issues present important choices that

must be made by individuals and by governments. Topics will include cloning of plants and animals; human cloning; stem cell research; genetically modified foods; bioterrorism; emerging infectious diseases such as Ebola, SARS and West Nile; gene therapy; DNA diagnostics and forensics, genome projects, human origins and human diversity. The course will include guest lectures, outside readings and in-class discussions. **{N}** 4 credits
Steven Williams
Offered Fall 2011

103 Economic Botany: Plants and Human Affairs
A consideration of the plants that are useful or harmful to humans: their origins and history; botanical relationships; chemical constituents that make them economically important; and their roles in prehistoric and modern cultures, civilizations and economies. Classes of plants surveyed include those that provide food, timber, fiber, spices, essential oils, medicines, stimulants and narcotics, oils and waxes, and other major products. Topics include the history of plant domestication, ethnobotany, biodiversity issues, genetic engineering and biotechnology. No prerequisites. Enrollment limited to 25. 3 credits
Robert Nicholson
Offered Spring 2012

110 Introductory Colloquia: Life Sciences for the 21st Century
Small-group discussion courses for entering students and non-majors focused on current topics in the life sciences. Colloquia help develop the fundamental skills necessary for success in the sciences, including reading and analysis of primary literature **(R)**, writing about science **(W and WI)**, data presentation and quantitative analysis **(Q)**, laboratory work **(L)** and hypothesis construction and testing. **WI** colloquia also fulfill the college requirement for a "writing-intensive" course. May be repeated for credit with a different subject. Enrollment limited to 20 unless otherwise indicated. **{N}** 4 credits

Women and Exercise—What Is Really Going On in Our Muscles (Q, R, L)
Muscle responds to environmental changes and stresses in ways we don't even notice. It atrophies from disuse, hypertrophies from weight lifting and changes in response to daily exercise. We will explore the effects of exercise on ourselves. We will examine different muscle cell types at the microscopic level. We will carry out biochemical analyses of metabolites such as glucose

and lactate, and enzymes such as creatine kinase and lactate dehydrogenase, to elucidate changes due to exercise. We will also explore some physiological and molecular alterations that help our bodies compensate for new exercise patterns. Enrollment limited to 15. **{N}**
Stylianios Scordilis
Offered Fall 2011

122 Horticulture
An overview of horticulture with background material on plant structure and function. Methods for growing plants, plant nutrition, seed biology, asexual propagation, plant pests and diseases, soils, compost and an introduction to biotechnology. Laboratory (BIO 123) must be taken concurrently. Enrollment limited to 30. **{N}** 3 credits
Michael Marcotrigiano
Offered Spring 2012

123 Horticulture Laboratory
Practical lab experiences in plant propagation, development and physiology, identification and nomenclature of plant parts, identification and treatment of diseases and insect pests, soils, seeds and floral design. The course involves use of the Lyman Conservatory plant collection, field trips and winter/spring observation of outdoor plants. BIO 122 must be taken concurrently. Enrollment limited to 15 per section. **{N}** 1 credit
Gabrielle Immerman
Offered Spring 2012

Core Courses

Required of all biological sciences majors

BIO 150, 152 and 154 are all required for the biological sciences major, and may be taken in any order.

150 Cells, Physiology and Development
Students in this course will investigate the structure, function and physiology of cells; the properties of biological molecules; information transfer from the level of DNA to cell-cell communication; and cellular energy generation and transfer. The development of multicellular organisms and the physiology of selected organ systems will also be explored. Laboratory (BIO 151) is recommended but not required. **{N}** 4 credits
Richard Briggs, Michael Barresi, Carolyn Wetzel
Offered Fall 2011, Spring 2012

151 Cells, Physiology and Development Laboratory

Laboratory sessions in this course will combine observational and experimental protocols. Students will examine cellular molecules and monitor enzymatic reactions, photosynthesis and respiration to study cellular function. Students will also examine embryology and the process of differentiation, the structure and function of plant systems, and the physiology of certain animal systems. Prerequisite: BIO 150 (normally taken concurrently). **{N}** 1 credit

Carolyn Wetzel, Judith Wopereis, Graham Kent

Offered Fall 2011, Spring 2012

152 Genetics, Evolution and Molecular Biosciences

Students in this course will achieve a basic knowledge of genetics, genomics and evolution. Principles to be covered include Central Dogma, prokaryotic genetics and genomics, molecular techniques, eukaryotic cell cycle, eukaryotic genomics, transmission genetics, population genetics, speciation and macroevolution. These principles will be illustrated using four central themes: (1) HIV and AIDS; (2) The making of a fly; (3) A matter of taste; (4) Origin of Species. In addition to lectures, each student will participate in discussion sections that will focus on reading primary literature and mastering genetics problems. Laboratory (BIO 153) is recommended but not required. **{N}** 4 credits

Robert Merritt, Steven Williams, Laura Katz

Offered Fall 2011, Spring 2012

153 Genetics, Evolution and Molecular Biosciences Laboratory

Laboratory sessions in this course will combine experiments in genetics and genomics with exposure to basic techniques in molecular biology. Laboratories will include computer simulations, PCR, cloning and karyotyping. Prerequisite: BIO 152 (normally taken concurrently). **{N}** 1 credit

Lou Ann Bierwert, Chris Vriezen, To be announced

Offered Fall 2011, Spring 2012

154 Biodiversity, Ecology and Conservation

Students in this course will investigate the origin, nature and importance of the diversity of life on Earth; key ecological processes and interactions that create and maintain communities and ecosystems; principle threats to the biodiversity; and emerging conservation strategies to protect the elements and processes on which we depend. Throughout the semester, we will emphasize the relevance of diversity and ecological

studies in conservation. Laboratory (BIO 155) is recommended but not required. **{N}** 4 credits

Virginia Hayssen, Paulette Peckol

Offered Fall 2011, Spring 2012

155 Biodiversity, Ecology and Conservation Laboratory

Laboratory sessions in this course will combine observational and experimental protocols both in the lab and in the field. Students will gain familiarity with the diverse lineages of life, and will design and conduct research to address specific hypotheses about a subset of lineages. There will also be field trips to local sites, where students will engage in observations of organisms in their natural habitats and in experimental exploration of ecological interactions. Prerequisite: BIO 154 (normally taken concurrently). **{N}** 1 credit

Gabrielle Immerman, To be announced

Offered Fall 2011, Spring 2012

157y Discovery: Form, Function and Genetics of Novel Bacteriophage

This two-semester introductory laboratory experience focuses on the biology of bacteriophage, important players in microbial ecosystems. In collaboration with laboratories around the country, you will be involved in the discovery, isolation, characterization and description of previously unknown bacteriophages. Bacteriophages are viruses that infect bacteria. Crucial to the "horizontal" transfer of genetic information, they have shaped the evolution of bacterial physiology and bacterial genomes. The first semester will focus on the isolation, purification and characterization of naturally occurring phages in local soil environments. In the second semester, we obtain the full sequence of our selected phage genome and will be responsible for exploring, annotating and distributing this information to the scientific community. Can be taken as an alternative to BIO 151 and 153. Prerequisite: BIO 150 or 152 (normally taken concurrently). Enrollment limited to 18. **{N}** 2 credits per semester.

Lori Saunders, Robert Merritt

Offered Fall 2011, Spring 2012

200- and 300-Level Courses**200 Animal Physiology**

Functions of animals, including humans, required for survival (movement, respiration, circulation, etc.); neural and hormonal regulation of these functions; and the adjustments made to challenges presented by

specific environments. Prerequisites: BIO 150/151 and CHM 111 or 118. Laboratory (BIO 201) is optional but strongly recommended. **{N}** 4 credits

Richard Briggs, Margaret Anderson

Offered Fall 2011

201 Animal Physiology Laboratory

Experiments will demonstrate concepts presented in BIO 200 and illustrate techniques and data analysis used in the study of physiology. BIO 200 must be taken concurrently. **{N}** 1 credit

Richard Briggs, Margaret Anderson

Offered Fall 2011

202 Cell Biology

The structure and function of eukaryotic cells. This course will examine contemporary topics in cellular biology: cellular structures, organelle function, membrane and endomembrane systems, cellular regulation, signaling mechanisms, motility, bioelectricity, communication and cellular energetics. This course is a prerequisite for Biochemistry I (BCH 252). Prerequisites: BIO 150/151 and CHM 222. Laboratory (BIO 203) is recommended but not required. **{N}** 4 credits

Stylianos Scordilis

Offered Fall 2011

203 Cell Biology Laboratory

Inquiry-based laboratory using techniques such as spectrophotometry, enzyme kinetics, bright field and fluorescence light microscopy, and scanning electron microscopy. There will be an emphasis on student-designed projects. This course is a prerequisite for Biochemistry I Laboratory (BCH 253). Prerequisite: BIO 202 (should be taken concurrently). **{N}** 1 credit

Graham Kent, Chris Vriezen

Offered Fall 2011

204 Microbiology

This course examines bacterial morphology, growth, biochemistry, genetics and methods of controlling bacterial activities. Emphasis is on bacterial physiology and the role of the prokaryotes in their natural habitats. The course also covers viral life cycles and diseases caused by viruses. Prerequisites: BIO 150 and CHM 111 or equivalent Advanced Placement courses. Laboratory (BIO 205) must be taken concurrently. **{N}** 3 credits

Chris Vriezen

Offered Spring 2012

205 Microbiology Laboratory

Experiments in this course explore the morphology, physiology, biochemistry and genetics of bacteria using a variety of bacterial genera. Methods of aseptic technique; isolation, identification and growth of bacteria are learned. An individual project is completed at the end of the term. BIO 204 must be taken concurrently.

{N} 2 credits

Chris Vriezen

Offered Spring 2012

230 Genomes and Genetic Analysis

An exploration of genes and genomes that highlights the connections between molecular biology, genetics, cell biology and evolution. Topics will include DNA and RNA and protein structure and function, gene organization, mechanisms and control of gene expression, origins and evolution of molecular mechanisms and gene networks. The course will also deal with the principal experimental and computational tools that have advanced relevant fields, and will introduce students to the rapidly expanding databases at the core of contemporary biology. Relying heavily on primary literature, we will explore selected topics, including the molecular biology of infectious diseases, the genetic underpinnings of development, the comparative analysis of whole genomes and the origin and evolution of genome structure and content. Prerequisite: BIO 110 or 152. Laboratory (BIO 231) is recommended but not required. **{N}** 4 credits

Steven Williams, Robert Merritt

Offered Spring 2012

231 Genomes and Genetic Analysis Laboratory

A laboratory designed to complement the lecture material in 230. Laboratory and computer projects will investigate methods in molecular biology, including recombinant DNA, gene cloning and DNA sequencing, as well as contemporary bioinformatics, data mining and the display and analysis of complex genome databases. Prerequisite: BIO 230 (should be taken concurrently). **{N}** 1 credit

Lori Saunders, Lou Ann Bierwert, To be announced

Offered Spring 2012

232 Evolutionary Biology

Evolution frames much of biology by providing insights into how and why things change over time. For example, the study of evolution is essential to understanding transitions in biodiversity across time

and space, elucidating patterns of genetic variation within and between populations, and developing both vaccines and treatments for human diseases. Topics in this course will include population genetics, molecular evolution, speciation, phylogenetics and macroevolution. Prerequisite: BIO 152, 154 or permission of the instructor. **[N]** 4 credits

Laura Katz

Offered Fall 2011

260 Invertebrate Diversity

Invertebrate animals account for the vast majority of species on earth. Although sometimes inconspicuous, invertebrates are vital members of ecological communities. They provide protein, important ecosystem services, biomedical and biotechnological products, and aesthetic value to humans. Today, many invertebrate populations are threatened by human activities. This course is designed to survey the extraordinary diversity of invertebrates, emphasizing their form and function in ecological and evolutionary contexts. Laboratory (BIO 261) must be taken concurrently. One required weekend field trip to the New England coast. **[N]** 4 credits

L. David Smith

Offered Fall 2011

261 Invertebrate Diversity Laboratory

Examination of a wide variety of live invertebrates, with emphasis on the relationship between form and function. Observations on aspects of invertebrate structure, locomotion, feeding and other behaviors. BIO 260 must be taken concurrently. **[N]** 1 credit

L. David Smith

Offered Fall 2011

264 Plant Diversity and Evolution

This course will explore the diversity of plant life and investigate its evolutionary origins and history. A key focus will be the ecological and environmental context of major evolutionary developments in plants, including their adaptations to abiotic challenges, as well as antagonistic and mutualistic interactions with other organisms. Our survey of plant life will be guided by current thinking on plant systematics and recent phylogenetic studies documenting relationships among major plant lineages. Laboratory (BIO 265) must be taken concurrently. **[N]** 3 credits

Jesse Bellemare

Offered Spring 2012

265 Plant Evolution and Systematics Laboratory

This lab will introduce students to plant morphology and identification, with a focus on the outstanding collections in the Lyman plant house and on the native flora of western Massachusetts. BIO 264 must be taken concurrently. **[N]** 1 credit

Jesse Bellemare

Offered Spring 2012

268 Marine Ecology

The oceans cover over 75 percent of the earth and are home to enormous biodiversity. Marine Ecology explores a variety of coastal and oceanic systems, focusing on natural and human-induced factors that affect biodiversity and the ecological balance in marine habitats. Using case studies, we will study some successful conservation and management strategies, including Marine Protected Areas. This course uses a variety of readings, group activities and short writing assignments to develop vital skills, such as effective oral, graphical and written communication; critical thinking; and problem solving. Prerequisite: BIO 154 (or equivalent), GEO 108 or permission of the instructor. Laboratory (BIO 269) must be taken concurrently and includes two field trips. Enrollment limited to 24. **[N]** 3 credits

Paulette Peckol

Offered Fall 2011

269 Marine Ecology Laboratory

The laboratory applies concepts discussed in lecture, and uses several small-group projects in the field and laboratory to develop relevant skills for conducting marine-related research. Students will learn to design and analyze experiments, and to write in the scientific style. Field trips to Maine and Cape Cod, provide hands-on experience with marine organisms in their natural habitats. BIO 268 must be taken concurrently. **[N]** 2 credits

Paulette Peckol, Graham Kent

Offered Fall 2011

272 Vertebrate Biology

A review of the evolutionary origins, adaptations and trends in the biology of vertebrates. Laboratory (BIO 273) is recommended but not required. **[N]** 4 credits

Virginia Hayssen

Offered Spring 2012

273 Vertebrate Biology Laboratory

A largely anatomical exploration of the evolutionary origins, adaptations and trends in the biology of vertebrates. BIO 272 is normally taken with or prior to BIO 273. Enrollment limited to 20. **{N}** 1 credit

Virginia Hayssen

Offered Spring 2012

300 Neurophysiology

The function of nervous systems. Topics include electrical signals in neurons, synapses, the neural basis of form and color perception, and the generation of behavioral patterns. See Web site (tinyurl.com/bio300) for full syllabus. Prerequisite: BIO 200 or 202. Laboratory (BIO 301) must be taken concurrently. **{N}** 4 credits

Richard Olivo

Offered Spring 2012

301 Neurophysiology Laboratory

Electrophysiological recording of signals from neurons, including an independent project in the second half of the semester. BIO 300 must be taken concurrently. **{N}** 1 credit

Richard Olivo

Offered Spring 2012

302 Developmental Biology

How does a single cell give rise to the complexity and diversity of cells and forms that make us the way we are? Developmental biology answers this question by spanning disciplines from cell biology and genetics to ecology and evolution. The remarkable phenomena that occur during embryonic development will be presented in concert with the experiments underlying our current knowledge. We will web-conference with the prominent developmental biologists whose research we are covering. Prerequisites: BIO 150, 152, and 202 or 230; BIO 154 is suggested. **{N}** 4 credits

Michael Barresi

Offered Fall 2011

303 Research in Developmental Biology

Students will design and carry out their own experiments focused on neural and muscle development using zebrafish as a model system. Techniques covered will include embryology, indirect immunocytochemistry, in situ hybridization, microinjection of RNA for gain or loss of function studies, pharmacological analysis, GFP-transgenics, and an array of microscopy techniques. This laboratory is designed as a true research

experience and thus will require time outside of the normally scheduled lab period. BIO 302 must be taken concurrently. Enrollment limited to 12. **{N}** 1 credit

Michael Barresi

Offered Fall 2011

304 Histology

A study of the microscopic anatomy of animal tissues, including their cellular and extracellular specializations and how these tissues are arranged into organs, is central to this course, along with exploring how each tissue contributes its own function to the overall coordinated functions of the organ or organ system. The course provides a foundation for understanding the integration of structure and function (and occasionally dysfunction) on many levels and develops connections to several other disciplines, including diverse microscopes, cell biology, biochemistry, anatomy and physiology. Prerequisite: BIO 202 or 206. Laboratory (BIO 305) is strongly recommended but not required. **{N}** 4 credits

Richard Briggs

Offered Spring 2012

305 Histology Laboratory

An introduction to microtechnique—the preparation of tissues and organs for light microscopic examination. This includes fixation, embedding, and sectioning, and various staining techniques for bright field, fluorescence and confocal microscopy, as well as cytochemistry, immunocytochemistry and digital photomicrography. (Student work culminates in the generation of a portfolio to be published on the course Web page.) Lab also includes the study of cell, tissue and organ morphology through examination of prepared material. Prerequisite: BIO 304 (should be taken concurrently). Minimum enrollment: 6 students. **{N}** 1 credit

Richard Briggs, Judith Wopereis

Offered Spring 2012

306 Immunology

An introduction to the immune system covering the molecular, cellular and genetic bases of immunity to infectious agents. Special topics include immunodeficiencies, transplantation, allergies, immunopathology and immunotherapies. Prerequisite: BIO 202. Recommended: BIO 152 or 230 and/or BIO 204. Laboratory (BIO 307) is recommended but not required. **{N}** 4 credits

Christine White-Ziegler

Offered Fall 2012

307 Immunology Laboratory

The use of immunological techniques in clinical diagnosis and as research tools. Experimental exercises include immune cell population analysis, immunofluorescence, Western blotting, ELISA and agglutination reactions. An independent project is completed at the end of the term. Prerequisite: BIO 306 (may be taken concurrently). Enrollment limited to 16. **{N}** 1 credit

Members of the department

Offered Fall 2012

308 Introduction to Biological Microscopy

The theory, principles and techniques of light (fluorescence, confocal, DIC) microscopy and scanning and transmission electron microscopy in biology, including basic optics, instrument design and operational parameters. Associated equipment and techniques for specimen preparation and image recording will also be considered, along with discussions of elucidating biological structure/function relationships. Prerequisite: BIO 202. Laboratory (BIO 309) must be taken concurrently. Enrollment limited to 6. **{N}** 3 credits

Richard Briggs

Offered Spring 2013

309 Introduction to Biological Microscopy Laboratory

Practical techniques for light (fluorescence, confocal, DIC) microscope operation and a more thorough introduction to the scanning and transmission electron microscopes. Selected techniques of biological specimen preparation (fixation, embedding, sectioning and staining) for the different microscopies, as well as associated data-recording processes, will also be emphasized. In addition to the formal laboratory period, students will need to arrange blocks of time to practice the techniques and work on self-designed investigations. BIO 308 must be taken concurrently. **{N}** 2 credits

Richard Briggs, Judith Wopereis

Offered Spring 2013

310 Cellular and Molecular Neuroscience

Molecular level structure-function relationships in the nervous system. Topics include development of neurons, neuron-specific gene expression, mechanisms of neuronal plasticity in learning and memory, synaptic release, molecular biology of neurological disorders and molecular neuropharmacology. Prerequisite: BIO 202, 230 or permission of the instructor. Enrollment limited to 20. **{N}** 4 credits

Adam Hall

Offered Fall 2011

311 Research in Cellular and Molecular Neuroscience

This laboratory initially uses tissue culture techniques to study the development of primary neurons in culture (e.g., extension of neurites and growth cones). This is followed by an introduction to DNA microarray technology for studying gene expression in the brain. The rest of the laboratory uses the *Xenopus* oocyte expression system to study molecular structure-function by injecting DNA encoding for a variety of ion channels. The second half of the semester involves a lab project using the expression system to investigate channel characteristics or pharmacology. BIO 310 must be taken concurrently. Enrollment limited to 20. **{N}** 1 credit

Adam Hall

Offered Fall 2011

312 Plant Physiology

Plants as members of our ecosystem, water economy, photosynthesis and metabolism, growth and development as influenced by external and internal factors, and survey of some pertinent basic and applied research. Prerequisites: BIO 150 and CHM 111 or 118. **{N}** 4 credits

Carolyn Wetzel

Offered Spring 2012

313 Plant Physiology Laboratory

Processes that are studied include plant molecular biology, photosynthesis, growth, uptake of nutrients, water balance and transport, and the effects of hormones. Prerequisite: BIO 312 (should be taken concurrently).

{N} 1 credit

Carolyn Wetzel

Offered Spring 2012

320 Colloquium on Molecular Medicine

A study of cells and their diseased states in humans. The cellular, molecular, metabolic and physiological bases of selected diseases will be analyzed. Topics will include gross and cellular pathology; inflammation; metabolic, musculoskeletal and neurological disorders; clinical symptomology and therapeutic possibilities. Several topics will be presented by pathologists at Baystate Medical Center. Prerequisite: BIO 202. **{N}** 4 credits

Stylianios Scordilis

Offered Fall 2012

322 Seminar: Topics in Cell Biology

Topic: Cancer: Cells Out of Control. Known since the ancient Egyptians, cancers may be considered a set of normal cellular processes gone awry in various cell

types. This seminar will consider chemical and radiation carcinogenesis, oncogenesis, growth factor signaling pathways, and the role of hormones in cancers, as well as the pathologies of the diseases. Prerequisites:

BIO 202 and 203. **(N)** 3 credits

Stylianos Scordilis

Offered Spring 2013

323 Seminar: Topics in Developmental Biology

Topic: Stem Cells and Their Amazing "Potential."

Whether at dinner tables, the halls of congress and church or a patient's bedside, the promise of stem cells is highly debated. This course will explore stem cells from a detailed cellular, genetic and molecular description to discussions of the ethical concerns. We will investigate the differences between embryonic versus adult stem cells and their related potential to the development of different cell types and their role in development, disease, trauma and cancer. Course material will mainly be derived from primary research literature as a springboard to hold video-conference discussions with the actual researchers who conducted the work. A letter of intent should be e-mailed at time of registration.

Prerequisites: BIO 150, 152, and at least one upper-level course in the area of cells, physiology and development. May not be repeated for credit. Enrollment limited to 12. **(N)** 4 credits

Michael Barresi

Offered Spring 2012

332 Molecular Biology of Eukaryotes

Advanced molecular biology of eukaryotes and their viruses. Topics will include genomics, bioinformatics, eukaryotic gene organization, regulation of gene expression, RNA processing, retroviruses, transposable elements, gene rearrangement, methods for studying human genes and genetic diseases, molecular biology of infectious diseases, genome projects and whole genome analysis. Reading assignments will be from a textbook and the primary literature. Each student will present an in-class presentation and write a paper on a topic selected in consultation with the instructor. Prerequisite: BIO 230. Laboratory (BIO 333) is recommended but not required. Enrollment limited to 16. **(N)** 4 credits

Steven Williams

Offered Fall 2011

333 Molecular Biology of Eukaryotes Laboratory

A laboratory course designed to complement the lecture material in 332. Advanced techniques used to study

the molecular biology of eukaryotes will be learned in the context of a semester-long project. These methods will include techniques for studying genomics and gene expression, including RNA interference, DNA sequence analysis, microarray analysis, RT-PCR and bioinformatics. Prerequisite: BIO 332 (should be taken concurrently) and BIO 231. Enrollment limited to 16.

(N) 1 credit

Lori Saunders

Offered Fall 2011

350 Topics in Molecular Biology

Topic: Genetics of Human Sex Chromosomes. This seminar will focus on the molecular genetics of the human X and Y chromosomes. Particular emphasis will be given to the role of repetitive DNA sequences in shaping sex chromosome structure and content, X chromosome inactivation and the use of the Y chromosome in studies of human evolution. Prerequisite: BIO 152 or permission of the instructor. **(N)** 3 credits

Robert Merritt

Offered Spring 2012

351 Topics in Evolutionary Biology

Topic: Epigenetics. There is increasing evidence of epigenetic phenomena influencing the development of organisms and the transmission of information between generations. These epigenetic phenomena include the inheritance of acquired morphological traits in some lineages and the apparent transmission of RNA caches between generations in plants, animals and microbes. This seminar explores emerging data on epigenetics and discusses the impact of these phenomena on evolution. Participants will write an independent research paper on a topic of their choice. Prerequisite: BIO 152 or permission of the instructor. **(N)** 3 credits

Laura Katz

Offered Fall 2011

362 Animal Behavior

Examination of the many approaches to the study of animal behavior. Topics include history of the field, physiological bases of behavior, and behavioral ecology and evolution. Prerequisite: one of the following: BIO 260, 272, 363, a statistics course or permission of the instructor. **(N)** 3 credits

Virginia Hayssen

Offered Fall 2011

363 Animal Behavior: Methods

Research design and methodology for field and laboratory studies of animal behavior. Prerequisite: one of the following: BIO 260, 272, 362, a statistics course or permission of the instructor. Enrollment limited to 15.

{N} 3 credits

Virginia Hayssen

Offered Fall 2012

364 Plant Ecology

This course surveys the environmental historical processes and ecological factors that determine the distribution and abundance of plant species in the landscape. The class will examine how plant communities are assembled and what processes influence their structure. We will focus in particular on plant communities of the Northeast, using examples from the local landscape to illustrate key ecological concepts. Prerequisite: a course in plant biology, ecology or environmental science; statistics is recommended (e.g., MTH 245). Laboratory (BIO 365) must be taken concurrently. Enrollment limited to 20. **{N}** 3 credits

Jesse Bellemare

Offered Fall 2011

365 Plant Ecology Laboratory

This course involves field and laboratory investigations of plant ecology, with an emphasis on Northeastern plant species and plant communities. The labs will explore interactions between plants and insects, visit wetland and upland habitats, and investigate plant population dynamics at sites around western Massachusetts. Students will gain hands-on experience with descriptive and experimental research approaches used to investigate ecological processes in plant communities. BIO 364 must be taken concurrently. Enrollment limited to 20. **{N}** 2 credit

Jesse Bellemare

Offered Fall 2011

366 Biogeography

A study of major patterns of distribution of life and of the environmental and geological factors underlying these patterns. The role of phenomena such as sea level fluctuations, plate tectonics, oceanic currents, biological invasions and climate change in determining past, present and future global patterns of biodiversity will be considered. Fundamental differences between terrestrial and marine biogeography will be highlighted. Prerequisite: a course in ecology, evolution or organismal

biology or permission of the instructor. **{N}** 4 credits

Paulette Peckol

Offered Spring 2014

370 Microbial Diversity

This course focuses on the origin and diversification of microorganisms, with emphasis on eukaryotic cells (cells with nuclei). The first weeks of lecture will cover the basics of evolutionary analyses and the origin and diversification of prokaryotic microbes. From there, we will focus on the diversification of microbial eukaryotes, with specific lectures on topics such as microbes and AIDS, and the origins of plants, animals and fungi. Evaluation is based on a combination of tests, discussions and a research paper on a topic chosen by each student. Prerequisite: BIO 152 or 154. Laboratory (BIO 371) is recommended but not required. **{N}** 4 credits

Laura Katz

Offered Spring 2012

371 Microbial Diversity Laboratory

The laboratory assignments allow students to observe microorganisms from diverse habitats present in the Lyman plant house. Students will sample microbes associated with specific plants plus microbes present across the gradients of temperature and moisture within the plant house. Students will then use microscopy and molecular techniques for experimentation with these organisms. Emphasis is on completion of an independent project. BIO 370 must be taken concurrently. **{N}** 1 credit

Judith Wopereis

Offered Spring 2012

390 Seminar: Topics in Environmental Biology

Topic: Ecology and Conservation of Coral Reef—Past, Present and Future. Coral reefs occupy a relatively small portion of the earth's surface, but their importance to the marine ecosystem is great. In addition to recording much information about past climates and events in Earth's history, coral reefs represent major centers of biodiversity and are heavily used by humans. This seminar will examine the status of modern coral reefs worldwide, with a focus on effects of environmental and anthropogenic disturbances (e.g., sedimentation, eutrophication and overfishing). Readings from the primary literature will serve as the basis for weekly student presentations and discussions. Prerequisite: permission of the instructor. **{N}** 3 credits

Paulette Peckol

Offered Spring 2012

Independent Research

400 Special Studies

Independent investigation in the biological sciences.
Variable credit (1 to 5) as assigned.
Offered both semesters each year

Honors

Director: Adam Hall

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

430d Honors Project

8 credits
Full-year course; Offered each year

431 Honors Project

8 credits
Offered Fall 2011

432d Honors Project

12 credits
Full-year course; Offered each year

The Major

The major in biological sciences is designed to provide a strong basis for understanding the breadth of disciplines in biology while also enabling depth of study in one or more specialized fields. Within this general framework, students construct a course program that matches their interests by choosing among five tracks

Track 1: Integrative Biology

Track 2: Cells, Physiology and Development

Track 3: Genetics, Evolution and Molecular Biosciences

Track 4: Biodiversity, Ecology and Conservation

Track 5: Biology and Education

In their first semesters, students are encouraged to enroll in an appropriate core course (BIO 150–155) as well as chemistry (CHM 111 or 118).

Basic Requirements for Tracks 1–4

12 courses are required. These include:

Core Courses

BIO 150: *Cells, Physiology and Development*

BIO 152: *Genetics, Evolution and Molecular Biosciences*

BIO 154: *Biodiversity, Ecology and Conservation*

CHM 111 or 118 and a course in statistics (MTH 245 recommended)

Five upper-level courses as specified for each track, at least two at the 300 level.

Two electives chosen in consultation with the student's adviser. One 100-level biology course (100–149) can be counted as an elective.

Five laboratory courses: two from core courses (BIO 151, 153 or 155) and at least one at the 300 level. One-credit or two-credit laboratories do not count as separate courses toward the minimum 12 required courses.

Independent research is strongly encouraged but not required for the major. Up to two semesters of Special Studies (400) or Honors research (430, 431 or 432) may be counted toward the major.

Note: If a student has an AP score of 4 or 5 in biology, she can apply 4 credits toward completion of the major by opting out of a single core course; however she must take an upper-level course in that track.

Track 1: Integrative Biology

The full course listing for the biological sciences department is available for this track. Students are required to complete a second course at the 200 or 300 level in each of tracks 2–4. Courses that are cross-listed in different tracks can only be counted toward one track.

Track 2: Cells, Physiology and Development

Students choose a minimum of five 200- or 300-level courses and three laboratories from the following list:

200 level: BIO 200 (Animal Physiology), BIO 202 (Cell Biology), BIO 204 (Microbiology), BIO 230 (Genomes and Genetic Analysis), BIO 232 (Evolutionary Biology), BIO 234 (Human Genetics), BCH 252 (Biochemistry I)

300 level: BIO 300 (Neurophysiology), BIO 302 (Developmental Biology), BIO 304 (Histology), BIO 306 (Immunology), BIO 308 (Introduction to Biological Microscopy), BIO 310 (Cell and Molecular Neuroscience), BIO 312 (Plant Physiology), BIO 320 (Colloquium on Molecular Medicine), BIO 321 (Topics in Microbiology), BIO 322 (Topics in Cell Biology), BIO 323 (Topics in Developmental Biology)

Track 3: Genetics, Evolution and Molecular Biosciences

Students choose a minimum of five 200- or 300-level courses and three laboratories from the following list.

200 level: BIO 230 (Genomes and Genetic Analysis), BIO 232 (Evolutionary Biology), BIO 234 (Human Genetics), BIO 264 (Plant Evolution and Systematics), BCH 252 (Biochemistry I), GEO 231 (Invertebrate Paleontology and the History of Life)

300 level: BIO 302 (Developmental Biology), BIO 306 (Immunology), BIO 310 (Cell and Molecular Neuroscience), BIO 321 (Topics in Microbiology), BIO 332 (Molecular Biology of Eukaryotes), BIO 334 (Bioinformatics and Comparative Molecular Biology), BIO 350 (Topics in Molecular Biology), BIO 351 (Topics in Evolutionary Biology), BIO 366 (Biogeography), BIO 370 (Microbial Diversity)

Track 4: Biodiversity, Ecology and Conservation

Students choose a minimum of five 200- or 300-level courses and three laboratories from the following list:

200 level: BIO 232 (Evolutionary Biology), BIO 260 (Invertebrate Diversity), BIO 262 (Plant Biology), BIO 264 (Plant Diversity and Evolution), BIO 266 (Principles of Ecology), BIO 268 (Marine Ecology), BIO 272 (Vertebrate Biology), GEO 231 (Invertebrate Paleontology and the History of Life)

300 level: BIO 302 (Developmental Biology), BIO 362 (Animal Behavior), BIO 363 (Animal Behavior: Meth-

ods), BIO 364 (Plant Ecology), BIO 366 (Biogeography), BIO 370 (Microbial Diversity), BIO 390 (Topics in Environmental Biology) EGR 315 (Ecohydrology)

Track 5: Biology and Education

Graduates receive a degree in biological sciences and complete requirements for a Massachusetts teaching license for high school and middle school biology. To meet the requirements of teaching certification and maintain a rigorous standard for a biological sciences major, this track will require a total of 13 courses instead of the 12 required for the other tracks. This track is designed for the student who plans to become a secondary education teacher in biology. A course in statistics is highly recommended but not required. Students interested in this track should contact Andy Wood, the coordinator of teacher education, as soon as possible.

A minimum of seven courses and four labs that count toward biological sciences are required, including:

All three core courses (BIO 150, 152, 154).

Three additional courses, one each from tracks 2, 3, and 4 and at least one at the 300 level.

Four laboratories: two affiliated with the core courses and at least one lab at the 300 level.

Chemistry 111 or 118.

A total of six education-related courses are required for license in the teaching of biology (5th–8th grades or 8th–12th grades):

Each of the following courses are required: EDC 238 (Educational Psychology), EDC 346 (Clinical Internship in Teaching), EDC 347 (Individual Differences Among Learners) and EDC 352 (Methods of Instruction)—Student Teaching Senior year, EGR 390 (Colloq: Teaching Science, Engineering and Technology)

Either EDC 232 (The American Middle School and High School) or EDC 342 (Growing Up American).

Adviser for Study Abroad: Paulette Peckol

The Minor

Advisers: Members of the department also serve as advisers for the minor.

The requirements for the minor in biological sciences comprise 24 credits chosen in consultation with an adviser. These courses usually include at least one core course and must include one 300-level course. No more than one course designed primarily for non-majors may be included. One course from another department or program may be included provided that the course is related to a student's particular interest in biology and is chosen in consultation with her adviser.

Biochemistry

See pp. 113–19

Environmental Science and Policy

See pp. 231–37

Marine Science and Policy

See p. 329

Neuroscience

See p. 352–356

Graduate courses

The Department of Biological Sciences maintains an active graduate program leading to the master of science degree in biological sciences. The program of study emphasizes independent research supported by advanced course work. Candidates are expected to demonstrate a strong background in the life sciences and a clear commitment to independent laboratory, field or theoretical research. The department offers opportunities for original work in a wide variety of fields,

including animal behavior, biochemistry, cell and developmental biology, ecology, environmental science, evolutionary biology, genetics, marine biology, microbiology, molecular biology, neurobiology, plant sciences and physiology. Students pursuing the M.S. degree are required to participate in the Graduate Seminar (BIO 507) and are expected to undertake a course of study, designed in conjunction with their adviser, that will include appropriate courses both within and outside the department.

Adviser: Steven Williams

507 Seminar on Recent Advances and Current Problems in the Biological Sciences

Students in this seminar discuss articles from the primary literature representing diverse fields of biology and present on their own research projects. Journal articles will be selected to coordinate with departmental colloquia. In alternate weeks, students will present talks on research goals, data collection and data analysis.

This course is required for graduate students and must be taken in both years of graduate residence. 2 credits

Carolyn Wetzel

Offered Fall 2011

510 Advanced Studies in Molecular Biology

3 to 5 credits

Members of the department

Offered both semesters each year

520 Advanced Studies in Botany

3 to 5 credits

Members of the department

Offered both semesters each year

530 Advanced Studies in Microbiology

3 to 5 credits

Members of the department

Offered both semesters each year

540 Advanced Studies in Zoology

3 to 5 credits

Members of the department

Offered both semesters each year

550 Advanced Studies in Environmental Biology

3 to 5 credits

Members of the department

Offered both semesters each year

590d Research and Thesis

8 credits

Steven Williams

Full-year course; Offered each year

Preparation for Graduate Study in the Biological Sciences

Graduate programs that grant advanced degrees in biology vary in their admission requirements but often include at least one year of mathematics (preferably statistics), physics and organic chemistry. Many programs stress both broad preparation across the biological sciences and a strong background in a specific area. Many institutions require scores on the Graduate Record Examination, which emphasizes a broad foundation in biology as well as quantitative and verbal skills. Students contemplating graduate study beyond Smith should review the requirements of particular programs as early as possible in the course of their studies and seek advice from members of the department.

Prehealth Professional Programs

Students may prepare for health profession schools by majoring in any area, as long as they take courses that meet the minimum requirements for entrance. For most schools, these are two semesters each of English, general chemistry, organic chemistry, physics and biology. The science courses must include laboratories. Students should select biology courses in consultation with an adviser, taking into consideration the student's major and specific interests in the health professions. Other courses often required or recommended include biochemistry, mathematics including calculus or statistics, and social or behavioral science. Because health profession schools differ in the details of their requirements, students should confer with a prehealth adviser as early as possible about specific requirements.

Chemistry

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

Robert G. Linck, Ph.D.
David Bickar, Ph.D.

Associate Professors

Cristina Suarez, Ph.D.
Kate Queeney, Ph.D., *Chair*
Kevin Shea, Ph.D.
^{†1, †2} Shizuka Hsieh, Ph.D.
Elizabeth Jamieson, Ph.D.

Assistant Professor

David Gorin, Ph.D.

Lecturer

Carrie G. Read, B.A.

Senior Lecturer

Lâle Aka Burk, Ph.D.

Laboratory Instructors

Maria Bickar, M.S.
Mona Kulp, Ph.D.
Rebecca Thomas, Ph.D.
Heather Shafer, Ph.D.

Students who are considering a major in chemistry should consult with a member of the department early in their college careers. They are advised to take General Chemistry (CHM 111 or 118) as first-year students and to complete MTH 112 or 114 as early as possible.

All intermediate courses require as a prerequisite CHM 111 or 118 or an Advanced Placement score of 4 or 5. Students who begin the chemistry sequence in their second year can still complete the major and should work with a department member to chart an appropriate three-year course.

100 Perspectives in Chemistry

Topic: Chemistry of Art Objects. In this museum-based course, chemistry will be discussed in the context of art. We will focus on materials used by artists and how the chemistry of these materials influences their longevity. Current analytical methods as well as preservation and conservation practices will be discussed, with examples from the Smith College Museum of Art. Three hours of lecture, discussion and demonstrations. Class meetings will take place in the museum. **{A/N}** 4 credits

Lâle Aka Burk, David Dempsey

Offered Spring 2012, Spring 2013

108 Environmental Chemistry

An introduction to environmental chemistry, applying chemical concepts to topics such as acid rain, greenhouse gases, air quality, pesticides and waste treatment. Chemical concepts will be developed as needed. **{N}** 4 credits

Members of the department

Offered Spring 2012, Spring 2013

111 Chemistry I: General Chemistry

The first semester of our core chemistry curriculum introduces the language(s) of chemistry and explores atoms, molecules and their reactions. Topics covered include electronic structures of atoms, structure shape and properties of molecules, reactions and stoichiometry. Enrollment limited to 16 per lab section. **{N}** 5 credits

David Bickar, Kate Queeney, Cristina Suarez

Laboratory Coordinator: Maria Bickar

Offered Fall 2011, Fall 2012

118 Advanced General Chemistry

This course is designed for students with a very strong background in chemistry. The elementary theories of stoichiometry, atomic structure, bonding, structure, energetics and reactions will be quickly reviewed. The major portions of the course will involve a detailed analysis of atomic theory and bonding from an orbital

concept, an examination of the concepts behind thermodynamic arguments in chemical systems, and an investigation of chemical reactions and kinetics. The laboratory deals with synthesis, physical properties and kinetics. The course is designed to prepare students for CHM 222/223 and to replace CHM 111 and 224. A student who passes 118 cannot take either 111 or 224. Enrollment limited to 32. **{N}** 5 credits

Robert Linck

Laboratory Coordinator: Heather Shafer

Offered Fall 2011, Fall 2012

222 Chemistry II: Organic Chemistry

An introduction to the theory and practice of organic chemistry. The course focuses on structure, nomenclature, physical and chemical properties of organic compounds, and infrared and nuclear magnetic resonance spectroscopy for structural analysis. Reactions of carbonyl compounds will be studied in depth. Prerequisite: 111 or 118. Enrollment limited to 16 per lab section. **{N}** 5 credits

Robert Linck, Kevin Shea

Laboratory Coordinator: Maria Bickar

Offered Spring 2012, Spring 2013

223 Chemistry III: Organic Chemistry

Material will build on introductory organic chemistry topics covered in 222 and will focus more heavily on retrosynthetic analysis and multistep synthetic planning. Specific topics include reactions of alkyl halides, alcohols and ethers; aromaticity and reactions of benzene; and cycloaddition reactions, including the Diels-Alder reaction. Prerequisite: 222 and successful completion of the 222 lab. Enrollment limited to 16 per lab section. **{N}** 5 credits

David Gorin, Kevin Shea

Laboratory Coordinator: Rebecca Thomas

Offered Fall 2012, Fall 2013

224 Chemistry IV: Introduction to Inorganic and Physical Chemistry

This final course in the chemistry core sequence provides a foundation in the principles of physical and inorganic chemistry that are central to the study of all chemical phenomena. Topics include coordination chemistry of transition metals and quantitative treatment of thermochemistry, chemical equilibria, electrochemistry and reaction kinetics. Prerequisite: CHM 111 or equivalent and MTH 111 or equivalent. Enrollment

limited to 16 per lab section. **{N}** 5 credits

Members of the department

Laboratory Coordinator: Heather Shafer

Offered Spring 2012, Spring 2013

321 Organic Synthesis

An examination of modern methods of organic synthesis and approaches to the synthesis of complex organic compounds, with a focus on the current literature.

Prerequisite: 223. **{N}** 4 credits

Kevin Shea

Offered Spring 2013

326 Synthesis and Structural Analysis

Synthetic techniques and experimental design in the context of multistep synthesis. The literature of chemistry, methods of purification and characterization, with a focus on NMR spectroscopy, mass spectrometry and chromatography. Prerequisite: 223. **{N}** 4 credits

David Gorin, Rebecca Thomas

Offered Spring 2012, Spring 2013

328 Bio-Organic Chemistry

This course deals with the function, biosynthesis, structure elucidation and total synthesis of the smaller molecules of nature. Emphasis will be on the constituents of plant essential oils; steroids, including cholesterol and the sex hormones; alkaloids and nature's defense chemicals; molecular messengers and chemical communication. The objectives of the course can be summarized as follows: to appreciate the richness, diversity and significance of the smaller molecules of nature; to investigate methodologies used to study and synthesize these substances, and to become acquainted with the current literature in the field. Prerequisite: 223. **{N}** 4 credits

Lâle Aka Burk

Offered Spring 2012

331 Physical Chemistry I

Quantum chemistry: the electronic structure of atoms and molecules, with applications in spectroscopy. An introduction to statistical mechanics links the quantum world to macroscopic properties. Prerequisites: 118 or 224 and MTH 112 or MTH 114. MTH 212 or PHY 210 and PHY 115 or 117 are strongly recommended. **{N}** 4 credits

Robert Linck

Offered Fall 2011, Fall 2012

332 Physical Chemistry II

Thermodynamics and kinetics: Will the contents of this flask react, and if so, how fast? Focus on the properties that govern the chemical and physical behavior of macroscopic collections of atoms and molecules (gases, liquids, solids and mixtures of the above). Prerequisites: 118 or 224 and MTH 112 or MTH 114. **{N}** 5 credits

Members of the department

Offered Spring 2012, Spring 2013

335 Physical Chemistry of Biochemical Systems

A course emphasizing physical chemistry of biological systems. Topics covered include chemical thermodynamics, solution equilibria, enzyme kinetics and biochemical transport processes. The laboratory focuses on experimental applications of physical-chemical principles to systems of biochemical importance. Prerequisites: 224 or permission of the instructor and MTH 112. **{N}** 4 credits

David Bickar

Offered Spring 2012, Spring 2013

336 Light and Chemistry

The interaction of light with molecules is central to studies of molecular structure and reactivity. This course builds on students' understanding of molecular structure from the core sequence (CHM 111–CHM 224) to show how many types of light can be used to interrogate molecules and to shed some light on their behavior. The combined classroom/laboratory format allows students to explore light-based instruments in short, in-class exercises as well as in longer, more traditional labs. The course culminates with an independent project that allows students to explore some of the ways light is used in cutting-edge chemical research. Prerequisite: CHM 222 or permission of the instructor. **{N}** 4 credits

Members of the department

Offered Spring 2012, Spring 2013

338 Bio-NMR Spectroscopy and Imaging

This course is designed to provide an understanding of the general principles governing 1-D and 2-D nuclear magnetic resonance (NMR) spectroscopy. Examples from the diverse use of biological NMR in the study of protein structures, enzyme mechanisms, DNA, RNA, etc., will be analyzed and discussed. A basic introduction to magnetic resonance imaging (MRI) will also be included, concentrating on its application to biomedical issues. Prerequisite: a knowledge of NMR

spectroscopy at the basic level, covered in CHM 222 and 223. **{N}** 4 credits

Cristina Suarez

Offered Fall 2012

346 Environmental Analytical Chemistry

An introduction to some common environmental chemical processes in air, soil and water, coupled with a study of the crucial role of accurate chemical measurement of these processes. Lecture and laboratory featuring modern chemical instrumentation for spectroscopy (atomic and molecular), high-performance chromatographic separations (both gas and liquid), electrochemistry as well microwave- and ultrasound-assisted sample preparation, and a short project linked to local faculty research interests. Oral presentations and formal laboratory reports will be required. Prerequisite: CHM 224 or permission of the instructor. **{N}** 4 credits

Members of the department

Offered Fall 2011, Fall 2012

357 Selected Topics in Biochemistry

Topic: Pharmacology and Drug Design. An introduction to the principles and methodology of pharmacology, toxicology and drug design. The pharmacology of several drugs will be examined in detail, and computational software will be used to examine drug binding and to assist in designing a new or modified drug. Some of the ethical and legal factors relating to drug design, manufacture and use will also be considered. Prerequisite: BCH 352 or permission of the instructor. **{N}** 4 credits

David Bickar

Offered Fall 2011

363 Advanced Inorganic Chemistry

Topics in inorganic chemistry. Application of group theory to coordination compounds, molecular orbital theory of main group compounds and organometallic compounds. Prerequisite: 118 or 224. **{N}** 4 credits

Elizabeth Jamieson, Spring 2012

Offered Spring 2012, Spring 2013

369 Bioinorganic Chemistry

This course will provide an introduction to the field of bioinorganic chemistry. Students will learn about the role of metals in biology as well as about the use of inorganic compounds as probes and drugs in biological systems. Prerequisites: CHM 223 and 224. **{N}** 4 credits

Elizabeth Jamieson

Offered Fall 2011

Cross-Listed and Interdepartmental Courses

FYS 191 Sense and Essence in Nature

This course will focus on fragrant plants, with emphasis on their science as well as their use and economic significance in different parts of the world. Throughout history, aromatic plant materials have been used as cures, perfumes, and flavorings, and their extensive use continues at the present. The chemistry, botany and bioactivities of these natural products will provide the scientific content for the course. Their consideration in historical and cultural contexts, as well as their depiction in literature and art will provide an interdisciplinary approach to the subject matter. No prerequisites. Enrollment limited to 16 first-year students. WI **(N)** 4 credits

Lâle Aka Burk (Chemistry)

Offered Fall 2011

BCH 352 Biochemistry II: Biochemical Dynamics

Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization. Prerequisites: BCH 252 and CHM 224. Laboratory (BCH 353) must be taken concurrently by biochemistry majors; optional for others. **(N)** 3 credits

Elizabeth Jamieson

Offered Fall 2011, Fall 2012

BCH 353 Biochemistry II Laboratory

Investigations of biochemical systems using experimental techniques in current biochemical research. Emphasis is on independent experimental design and execution. BCH 352 is a prerequisite or must be taken concurrently. **(N)** 2 credits

Amy Burnside

Offered Fall 2011, Fall 2012

400 Special Studies

1 to 4 credits as assigned

Offered both semesters each year

The Major

Advisers: Members of the department

Adviser for Study Abroad: Lâle Aka Burk

Required courses: 111, 222 and 224 (or 118 and 222); three of the following four courses: 223, 331, 332 and 363; two of the following three advanced lab courses: 326, 336 and 346; and additional elective courses (options listed below) to equal a total of 10 courses.

Elective courses may be selected from:

any CHM course at the 300 level or above or any course from the following list: BCH 252, BCH 352, GEO 301, PHY 319, PHY 327, PHY 360 (topic dependent).

Independent research (CHM 400, 430 or 432) worth four or more credits may be used as one (only) of the electives required for the major.

Courses fulfilling the major requirements may not be taken with the S/U option.

Students planning graduate study in chemistry are advised to work with their adviser to identify additional courses outside the major that may be relevant for graduate study in particular subfields. A major program that includes the required courses, one semester of biochemistry and additional laboratory experience in the form of either (a) two semesters of research (400, 430, or 432) or (b) one semester of research and one elective course with laboratory, or (c) three elective courses with laboratory meets the requirements of the American Chemical Society for eligibility for professional standing.

The Minor

Advisers: Members of the department

The courses specified below constitute a four-semester introduction to chemistry. The semesters are sequential, giving a structured development of chemical concepts and a progressive presentation of chemical information. Completion of the minor with at least one additional course at the intermediate or advanced level affords the opportunity to explore a particular area in greater depth.

Required courses: 111, 222 and 224 (or 118 and 222), one additional course with a laboratory component

(223, 332, 326, 336 or 346) and enough electives (one or two) to fulfill a total of five chemistry courses. The electives may be chosen from CHM courses at the 300 level, BCH 252, or BCH 352.

Courses fulfilling the minor requirement may not be taken with the S/U option.

Honors

Director: Cristina Suarez

430d Honors Project

8 credits

Full-year course; Offered each year

432d Honors Project

12 credits

Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Lab Fees

There is an additional fee for all chemistry courses with labs. Please see the Fees, Expenses and Financial Aid section in the beginning of the catalogue for details.

Classical Languages and Literatures

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

Justina W. Gregory, Ph.D., *Chair*

² Thalia A. Pandiri, Ph.D. (Classical Languages and Literatures and Comparative Literature)

Scott A. Bradbury, Ph.D.

Nancy J. Shumate, Ph.D.

Majors are offered in Greek, Latin, classics and classical studies. Qualified students in these majors have the opportunity of a semester's study at the Intercollegiate Center for Classical Studies in Rome.

Students planning to major in classics are advised to take relevant courses in other departments, such as art, English, history, philosophy and modern foreign languages.

Students who receive scores of 4 and 5 on the Advanced Placement test in Virgil may not apply that credit toward the degree if they complete LAT 213 for credit.

Credit is not granted for the first semester only of an introductory language course. Courses for the major may not be taken S/U.

Greek

GRK 100y Elementary Greek

A yearlong course that will include both the fundamentals of grammar and, in the second semester, selected readings from ancient authors, including the New Testament. {F} 10 credits

Thalia Pandiri

Full-year course; Offered each year

GRK 212 Introduction to Greek Prose and Poetry

Low intermediate course: completion and review of grammar, and practice and improvement of reading skills through the study of texts by authors such as Plato, Lysias and Euripides. Prerequisite: 100y. {L/F} 4 credits

To be announced

Offered Fall 2011

GRK 213 Introduction to Homeric Epic

An introduction to Homeric Greek and ancient epic through selected readings in the *Odyssey* or the *Iliad*. Attention to dialect, meter and formula; structure, plot and genre. GRK 213 may be repeated for credit, provided that the topic is not the same. Prerequisite: 212 or permission of the instructor. {L/F} 4 credits

To be announced

Offered Spring 2011

GRK 310 Advanced Readings in Greek Literature I & II

Authors read in GRK 310 vary from year to year, but they are generally chosen from a list including Plato, Homer, Aristophanes, lyric poets, tragedians, historians and orators, depending on the interests and needs of the students. GRK 310 may be repeated for credit, provided that the topic is not the same. Prerequisite: GRK 213 or permission of the instructor. {L/F} 4 credits

Herodotus, *Histories*

Defining Greek identity through the construction of the Other.

Thalia Pandiri

Offered Fall 2011

Sophocles, *Antigone*

A study of Sophocles' *Antigone*, with particular attention to historical context, conditions of performance, and political and religious ideas.

Justina Gregory

Offered Spring 2012

GRK 400 Special Studies

Admission by permission of the department; for majors and honors students who have had four advanced

courses in Greek. 1–4 credits
Offered both semesters each year

Graduate

GRK 580 Studies in Greek Literature
This will ordinarily be an enriched version of the 300-level course currently offered. 4 credits
Offered both semesters each year

Adviser for Graduate Study: Justina Gregory

Latin

LAT 100y Elementary Latin
Fundamentals of grammar, with selected readings from Latin authors in the second semester. **{F}** 10 credits
Nancy Shumate, Fall 2011
Scott Bradbury, Spring 2012
Full-year course; offered each year

LAT 212 Introduction to Latin Prose and Poetry
Practice and improvement of reading skills through the study of a selection of texts in prose and verse. Systematic review of fundamentals of grammar. Prerequisite: LAT 100y or the equivalent. **{L/F}** 4 credits
Justina Gregory
Offered Fall 2011

LAT 213 Introduction to Virgil's Aeneid
Prerequisite: 212 or permission of the instructor. **{L/F}** 4 credits
Scott Bradbury
Offered Spring 2012

LAT 330 Advanced Readings in Latin Literature I & II
Authors read in LAT 330 vary from year to year, but they are generally chosen from a list including epic and lyric poets, historians, orators, comedians and novelists, depending on the interests and needs of students. LAT 330 may be repeated for credit, provided that the topic is not the same. Prerequisite: two courses at the 200 level or permission of the instructor. **{L/F}** 4 credits

Ovid's Metamorphoses
A study of Ovid's transmission and adaptation of Greek myths in the *Metamorphoses*. Attention will be paid

to Ovid's Augustan milieu and to the extraordinary afterlife of the *Metamorphoses*, particularly in Renaissance art.
Scott Bradbury
Offered Fall 2011

Satire and Novel
A study of two important but often neglected Roman genres, with a focus on Juvenal and Petronius.
Nancy Shumate
Offered Spring 2012

LAT 400 Special Studies
Admission by permission of the department; for majors and honors students who have had four advanced courses in Latin. 1–4 credits
Offered both semesters each year

Graduate

LAT 580 Studies in Latin Literature
This will ordinarily be an enriched version of the 300-level course currently offered. 4 credits
Offered both semesters each year

Adviser for Graduate Study: Justina Gregory

Classics in Translation

FYS 129 Rites of Passage
How does Western literature represent the passage to adulthood of young women and young men? What are the myths, rituals, images and metaphors associated with this passage, and how do historical representations intersect with modern lived experience? We will read narratives of transition from archaic and classical Greece and 20th-century Europe and North America, including Homer's *Odyssey*; the *Homeric Hymn to Demeter*; the poems of Sappho; and novels by Alain-Fournier, Thomas Mann and Willa Cather. Enrollment limited to 16 first-year students. **WI {L}** 4 credits
Justina Gregory (Classics)
Offered Fall 2011

FYS 180 Cleopatra: Histories, Fictions, Fantasies
A study of the transformation of Cleopatra, a competent Hellenistic ruler, into a historical myth, a staple

of literature, and a cultural lens through which the political, aesthetic and moral sensibilities of different eras have been focused. Study of Roman, medieval, Renaissance, Orientalist, postcolonial and Hollywood Cleopatras, with the larger goal of understanding how political and cultural forces shape all narratives, even those purporting to be objective. Enrollment limited to 16 first-year students. W1 {H/L} 4 credits

Nancy Shumate (Classics)

Offered Fall 2011

CLS 190 The Trojan War

The Trojan War is the first conflict to be memorialized in Greco-Roman literature—"the war to start all wars." For Homer and the poets who came after him, it raised such questions as: What justifies going to war? What is the cost of combat and the price of glory? How does war affect men, women and children, winners and losers? We will look at the "real" Troy of the archaeological record, then focus on imaginary Troy as represented by Homer, Aeschylus, Euripides, Virgil, Ovid and Seneca. {L/A} 4 credits

Justina Gregory

Offered Spring 2012

CLS 203 Reading Ancient Rome

A study of the main themes and genres of Latin literature (read in translation) from the beginnings to the second century CE. Topics will include the relationship with Greek literature, the forging of a Roman national identity, elite self-fashioning, spectacle and performance, gender ideologies, nostalgia and the construction of the past, the anxieties of empire and the corrosive effects of power. We will also consider Roman resistance to dominant literary and cultural discourses, and conclude with a look at aspects of the reception of Rome in later periods. {L/H} 4 credits

Nancy Shumate

Offered Spring 2012

CLS 400 Special Studies

Admission by permission of the department; for majors/minors and advanced students who have had three classics or other courses on the ancient world and two intermediate courses in Greek or Latin. 1–4 credits
Offered both semesters each year

Cross-Listed and Interdepartmental Courses

CLT 202/ENG 202 Western Classics in Translation, from Homer to Dante

Offered Fall 2011

CLT 203/ENG 203 Western Classics in Translation, from Chrétien de Troyes to Tolstoy

Offered Spring 2012

GES 303 From Labyrinth to Parthenon: Greek Myth and History in Their Geological Context

Study of the relationship between the historical and cultural development of Ancient Greece and the underlying geology of the Greek islands (Crete, Santorini, Syros, Delos) and mainland (Mycenae, Athens/Attica). Visits to key sites and museums to examine the art and archaeology of prehistoric and classical Greece as well as field study of the prominent geological features of each region. Students will study firsthand the celebrated monuments and masterpieces of the Minoan, Mycenaean and Greek civilizations, and explore the region's spectacular geological features, which had a dramatic, occasionally catastrophic, impact on the course of these civilizations. At least one 200-level course in geosciences or a relevant field of ancient studies (art/archaeology, classics, history) required. Admission by permission of the instructors. Some hiking over rough terrain, including one 11-mile hike. Enrollment limited to 10 rising juniors and seniors. (E) 4 credits
Scott Bradbury (Classics), John Brady (Geosciences)
Offered Summer 2012

The Major in Greek, Latin or Classics

Advisers: Members of the department

Adviser for Study Abroad: Scott Bradbury

Basis: in Greek, 100y; in Latin, 100y; in classics, Greek 100y and Latin 100y.

Requirements: In Greek, eight four-credit courses in the language in addition to the basis; in Latin, eight four-credit courses in the language in addition to the basis;

in classics, eight four-credit courses in the languages in addition to the basis, including no fewer than two in each language.

The Major in Classical Studies

Advisers: Members of the department

Basis: GRK 100y or LAT 100y (or the equivalent). Competence in both Greek and Latin is strongly recommended.

Requirements: Nine semester courses in addition to the basis. Four chosen from GRK (200 level or above) or LAT (200 level or above); at least two from classics in translation (CLS); and at least two appropriate courses in archaeology (ARC), art history (ARH), government (GOV), ancient history (HST), philosophy (PHI) or religion (REL), chosen in accordance with the interests of the student and in consultation with the adviser. With the approval of the adviser, courses in other departments and programs may count toward the major.

The Minor in Greek

Advisers: Members of the department

Requirements: Six four-credit courses, of which at least four must be courses in the Greek language and at least three must be at or above the 200 (intermediate) level. The remaining courses may be chosen from Greek history, Greek art, ancient philosophy, ancient political theory, ancient religion or classics in translation. At least one course must be chosen from this category.

The Minor in Latin

Advisers: Members of the department

Requirements: Six four-credit courses, of which at least four must be courses in the Latin language and at least three must be at or above the 200 (intermediate) level. The remaining courses may be chosen from Roman

history, Roman art, ancient political theory, ancient religion or classics in translation. At least one course must be chosen from this category.

The Minor in Classics

Advisers: Members of the department

Requirements: Six four-credit courses in Greek or Latin languages and literatures at or above the 212 level, including not fewer than two in each language. One of these six courses may be replaced by a course related to classical antiquity offered either within or outside the department, and taken with the department's prior approval.

Honors in Greek, Latin, Classics or Classical Studies

Director: Nancy Shumate

430d Honors Project

8 credits

Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Greek, Latin or Classics

Graduate

590d Research and Thesis

8 credits

Full-year course; Offered each year

590 Research and Thesis

4 or 8 credits

Offered both semesters each year

Comparative Literature

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

^{†2} Katwiwa Mule, Ph.D. (Comparative Literature),
Director

Professors

^{**2} Maria Banerjee, Ph.D. (Russian Language and Literature)

^{†1} Ann Rosalind Jones, Ph.D. (Comparative Literature)

^{†2} Thalia Alexandra Pandiri, Ph.D. (Classical Languages and Literatures and Comparative Literature)

Janie Vanpée, Ph.D. (French Studies)

^{**2} Craig R. Davis, Ph.D. (English Language and Literature)

^{†2} Anna Botta, Ph.D. (Italian Language and Literature and Comparative Literature)

^{*1} Luc Gillemann, Ph.D. (English Language and Literature)

Associate Professors

Reyes Lázaro, Ph.D. (Spanish and Portuguese)

^{†1} Sabina Knight, Ph.D. (Chinese and Comparative Literature)

^{†2} Dawn Fulton, Ph.D. (French Studies)

Ambreen Hai, Ph.D. (English Language and Literature)

Justin Cammy, Ph.D. (Jewish Studies)

Assistant Professors

Joel Westerdale, Ph.D. (German Studies)

^{†1} Malcolm K. McNee, Ph.D. (Spanish and Portuguese)

Lecturers

Margaret Bruzelius, Ph.D.

George Katsaros

Comparative literature is the study of literature in two or more languages, one of which may be English. In all comparative literature courses, readings and discussion are in English, but students are encouraged to read works in the original language whenever they are able. Comparative literature courses are open to all first-year students unless otherwise noted; 300-level courses require a previous literature course at the 200 level or above.

Introductory Courses

FYS 165 Childhood in African Literature

A study of childhood as an experience in the present and a transition into adulthood, and of the ways in which it is intimately tied to social, political and cultural histories, and to questions of self- and national identity. How does the violence of colonialism and decolonization reframe our understanding of childhood innocence? How do African childhood narratives represent such crises as cultural alienation, loss of language, exile and memory? How do competing national and

cultural ideologies shape narratives of childhood? Texts include Tsitsi Dangarembga's *Nervous Conditions*, Zoe Wicomb's *You Can't Get Lost in Cape Town*, Ngũgĩ wa Thiong'o's *Weep Not, Child* and Tahar Ben Jelloun's *The Sand Child*. Enrollment limited to 16 first-year students. WI **(L)** 4 credits

Katwiwa Mule (Comparative Literature)

Offered Fall 2011

FYS 175 Love Stories

Could a Jane Austen heroine ever marry a servant? What notions about class or decorum dictate what seem to be choices of the heart? How are individual desires in fact shaped or produced by social, historical and cultural forces, by dominant assumptions about race, class, gender or sexuality? How do dominant love stories both reflect these assumptions and actively create or legislate the boundaries of what may be desired? How may nondominant (queer or interracial) love stories contest those boundaries, creating alternative narratives and possibilities? This course explores how notions of love, romance, marriage or sexual desire are structured by specific cultural and historical forma-

tions. We will closely analyze literature and film from a range of locations: British, American and postcolonial. We will also read some theoretical essays to provide conceptual tools for our analyses. Enrollment limited to 16 first-year students. This course may count towards the major in English, CLT or SWG. WI **[L]** 4 credits
Ambreen Hai (English Language and Literature)
 Offered Fall 2011

FYS 186 Israel: Texts and Contexts

Explores the relationship between Zionism as the political movement that established the state of Israel and Zionism as an aesthetic and cultural revolution that sought to reinvent the modern Jew. What were the roles of literary and visual culture in the construction of Israel's founding myths and interpretations of its present realities? Focuses on efforts to negotiate the relationship between sacred and secular space; exile and homeland; the revival of Hebrew as a living language; Jews and Arabs; and Israel's founding ideals as a democratic and Jewish state. Includes consideration of prose, poetry, graphic novel, art and film. Intended for students interested in Middle East studies, comparative literature or the relationship between literature and politics. Enrollment limited to 16 first-year students. WI **[L]** 4 credits
Justin Cammy (Jewish Studies and Comparative Literature)
 Offered Fall 2011

CLT 100 Introduction to Comparative Literature: The Pleasures of Reading

We explore the link between plot, landscape and gender in adventure fictions. Beginning with essays on cartography and the organization of geographical space by Denis Wood, we will read classic 19th-century boys' and girls' books (Verne, Stevenson, Hodgson Burnett, Ingalls Wilder) and ask ourselves how the adventure landscape differs for boys and for girls. Who lives where within it? What boundaries mark safe and unsafe places? We will then explore modern rewritings of these fictions in novels and films such as Forster's *A Room with a View*, Le Guin's *Tehanu* and del Toro's *Pan's Labyrinth* in order to explore the ways in which this genre has embraced and resisted the female hero. Students will form groups to present a novel or film of their own choosing to the class. **[L]** 4 credits
Margaret Bruzelius
 Offered Spring 2012

ENG 120 Colloquia in Literature

Topic: Damaged Gods: Myths and Legends of the Vikings. A reading in translation of the major works in poetry and prose that retell or reflect traditions of the early Norse divinities and their cults. Exploration of the intimate and violent relations between groups of powerful, intelligent but very mortal beings: male and female, giant and god, Æsir and Vanir, dwarf, troll and elf and the social classes of human beings. From its Old European and Indo-European roots, Nordic religion created a highly distinctive complex of values and competing views of the world: an unusually dark theory of history; an ironic, sometimes comic view of divine and human nature; and paradoxical constructions of sexual, ethnic, mantic and other forms of identity. WI **[L]**
Craig Davis
 Offered Spring 2012

CLT 150 The Art of Translation: Poetics, Politics, Practice

We hear and read translations all the time: on television news, in radio interviews, in movie subtitles, in international best-sellers. But translations don't shift texts transparently from one language to another. Rather, they revise, censor and rewrite original works, to challenge the past and to speak to new readers. We'll explore translation in a range of contexts by hearing lectures by experts in the history, theory and practice of translation. Knowledge of a foreign language useful but not required. Graded S/U only. (E) **[L]** 2 credits
Dawn Fulton
 Offered Spring 2012

CLT 202/ENG 202 Western Classics in Translation, from Homer to Dante **[L]** WI

Robert Hosmer, Jefferson Hunter, Scott Bradbury
 Offered Fall 2011

CLT 202/ENG 202, like CLT 203/ENG 203, is among the courses from which comparative literature majors choose two as the basis of the major. Students interested in comparative literature or the foundations of Western literature and wanting a writing-intensive course should take 202 or 203 or both.

CLT 203/ENG 203 Western Classics in Translation, from Chrétien de Troyes to Tolstoy **[L]** WI

Maria Banerjee, Elizabeth Harries
 Offered Spring 2012

Intermediate Courses

CLT 205 20th-Century Literatures of Africa

A study of the major writers of contemporary Africa. Focuses on several key questions: Is the term "African literature" a useful category? How do African writers challenge Western representations of Africa as they confront over a century of European colonialism on the continent? How do they represent the postcolonial experience on the continent? Is there a correlation in their writing between life and expression and between oral cultures and written literature? Texts will include Achebe's *Things Fall Apart*, Ngũgĩ wa Thiong'o's *The River Between*, Tsitsi Dangarembga's *Nervous Conditions*, Mariama Bâ's *So Long a Letter*, Njabulo Ndebele's *The Cry of Winnie Mandela*, Ama Ata Aidoo's *Our Sister Killjoy*, and Wole Soyinka's *Death and the King's Horseman*. We will also watch such films as *Tsotsi*; *Kenya: White Man's Country*; and *Congo: White King, Red Rubber, Black Death*. {L} 4 credits
Offered Fall 2011

CLT 208 Dreams, Magic and the Sublime in Modern European Literature

PENDING CAP APPROVAL

Starting in the late 18th century, avant-garde artists began to explore the claim that logic and rationality cannot account for all of human experience; they were fascinated by madness, dreams, the irrational and the sublime. We will be investigating this phenomenon from a literary, artistic and philosophical point of view, from the time of the Enlightenment philosophers to the 20th century. We will be reading stories by Nerval, Tolstoy and Kafka; Emily Brontë's *Wuthering Heights*; poems by Baudelaire, Rimbaud and Rilke, as well as philosophical essays. The class will incorporate artwork from the Romantic and symbolist eras and Surrealist films. To be offered once only. (E) {L} 4 credits
George Katsaros
Offered Spring 2012

CLT 220 Colloquium: Imagining Language

This course explores the ways in which philosophers and artists have imagined the links between language and the world. We will read mostly pre-20th century theories of language—Plato's *Cratylus*, St. Augustine's *On the Teacher*, Locke on language from the *Essay*, Herder and Rousseau's *On The Origin of Language*,

Freud on jokes—and link them to novels, poems and other artwork by (mostly) 20th-century artists such as Louis Zukofsky, May Swenson, Lewis Carroll, Richard Powers, Xu Bing, Russell Hoban and others who focus on the materiality of language, on words as things. Readings are accompanied by weekly exercises such as rebuses, invented etymologies, alphabet poems, portmanteau words, and emoticons. {L} 4 credits
Margaret Bruzelius
Offered Fall 2011

CLT 230 "Unnatural" Women: Mothers Who Kill Their Children

Some cultures give the murdering mother a central place in myth and literature while others treat the subject as taboo. How is such a woman depicted—as monster, lunatic, victim, savior? What do the motives attributed to her reveal about a society's assumptions and values? What difference does it make if the author is a woman? Authors to be studied include Euripides, Seneca, Ovid, Anouilh, Papadimitriou, Atwood, Walker, and Morrison. Prerequisite: at least one college-level course in literature. {L} 4 credits
Thalia Pandiri
Offered Spring 2012

CLT 235 Fairy Tales and Gender

A study of the literary fairy tale in Europe from the 1690s to the 1990s, with emphasis on the ways women have written, rewritten and transformed them. Some attention to oral storytelling and to related stories in other cultures. Writers will include d'Aulnoy, Perrault, le Prince de Beaumont, the Grimms, Andersen, Christina Rossetti, Angela Carter, Sexton, and Broumas. Prerequisite: at least one college-level course in literature. Not open to first-year students. {L} 4 credits
Elizabeth Harries
Offered Spring 2012

CLT 266 South African Literature and Film

A study of South African literature and film since 1948 in their historical, social and political contexts. How do writers and filmmakers of different racial and political backgrounds remember and represent the past? How do race, class, gender and ethnicity shape the ways in which they use literature and cinema to confront and resist the racist apartheid state? How do literature, film, and other texts, such as testimonies from the Truth and Reconciliation Commission, function as complex cultural and political sites for understanding the in-

terconnections among apartheid taxonomies, various forms of nationalisms and the often hollow postapartheid discourse of nonracial "new South Africa"? Texts include testimonies from the Truth and Reconciliation Commission, and novels such as Alan Paton's *Cry, the Beloved Country*, Lewis Nkosi's *Mandela's Ego*, Njabulo Ndebele's *The Cry of Winnie Mandela*, Nadine Gordimer's *July's People*, J.M. Coetzee's *Waiting for the Barbarians*, Athol Fugard's *Tsotsi* and Zoe Wicomb's *You Can't Get Lost in Cape Town*. We will also analyze films such as *Cry, the Beloved Country*; *Sarafina!*; *Tsotsi*; *Cry Freedom*; and *South Africa Belongs to Us*. (E) (L)

Katwiwa Mule

Offered Spring 2012

CLT 274 The Garden: Paradise and Battlefield

Ever since Genesis, the garden has been depicted not only as a paradise, a refuge and a women's place, but also as a jungle that challenges definitions of the self and of that self's place in the world. How have shared notions about the relation of gardens to their inhabitants changed from one culture and historical period to another? Some attention to the theory and history of landscape gardening. Texts by Mme. de Lafayette, Goethe, Austen, Balzac, Zola, Chekhov, Colette, D.H. Lawrence and Alice Walker. (L) 4 credits

Anne Leone

Offered Fall 2011

CLT 277 Modern Jewish Fiction

Explores relationships between language and identity, the homeless imagination and imagined homecomings, modernist experimentation and the crisis of the modern, the particularity of national experience and the universality of the Jew. Readings from modern masters of the novel and short story, including folktales by Hasidic mystics (Hebrew and Yiddish); Kafka's narratives of alienation (German); Isaac Babel's modernist stories of Revolution (Russian); Bashevis Singer's demons and sexual transgressors (Yiddish); and the magic realism of Bruno Schulz (Polish) and Nobel laureate Agnon (Hebrew). Can we really speak of a modern Jewish canon, given that it lacks the central markers that have distinguished other national literatures? All readings in translation; open to students at all levels. (L) 4 credits

Justin Cammy

Offered Spring 2012

ENG 277 Postcolonial Women Writers

A comparative study of 20th-century women writers in English from Africa, the Caribbean, South Asia and Australia. We will read novels, short stories, poetry, plays and autobiographies in their historical, cultural and political contexts as well as theoretical essays to address the following questions as: How have women writers addressed the dual challenge of contesting sexism and patriarchy from within their indigenous cultures as well as the legacies of Western imperialism from without? How have they combined feminism with anticolonialism? How have they deployed the act of writing as cultural work on multiple counts: addressing multiple audiences; challenging different stereotypes about gender, sexuality, race, ethnicity? What new stories have they told to counter older stories, and what silences have they broken? How have they renegotiated the public and the private, or called attention to areas often ignored by their male contemporaries, such as relations among women, familial dynamics, motherhood, bodily desire or the gendered effects of migration and diaspora? Writers include Anita Desai, Kamala Das, Thrity Umrigar, Deepa Mehta, Ama Ata Aidoo, Bessie Head, Nawal El Saadawi, Jamaica Kincaid, Michelle Cliff, Zadie Smith and Sally Morgan. Prerequisite: one WI course. (L) 4 credits

Ambreen Hai

Offered Spring 2012

ENG 287 Representing Women in the Renaissance

A consideration of a wide-variety of texts by 17th-century women—diaries, letters and memoirs; poems (sonnets, personal and religious lyrics); drama; and prose fiction—with some of the following questions in mind: What self-conceptions or forms of self representation shape these writings? To what extent are these texts informed by external considerations or genres—by romance, religious autobiography, poetic or narrative conventions—or by expectations of an ending? What kinds of assumptions or preconceptions does the modern reader bring to these texts? (L) 4 credits

Naomi Miller

Offered Spring 2012

GER 291 Topics in the Culture of Science and Technology of German-Speaking Europe

Topic: Laboratories of Modernity: 1800/1900. This course investigates the interchange of ideas between the realms of natural science, pseudo-science, philosophy and literature at the turns of the 19th and 20th centu-

ries. We will examine the important influence scientific developments played in cultural production during these pivotal periods, while at the same time exploring the cultural environments that fostered these scientific innovations. We will consider issues that continue to play a central role in today's discourse—identity, sexuality, cognition—in terms of contemporary developments in chemistry, biology and physics, as well as psychology and mathematics. To this end, scientific works from Mach, Weininger, Einstein and Darwin, among others, will be brought into dialogue with literary texts from writers such as Kafka, Goethe, Lichtenberg and Musil, as well as theoretical texts from Nietzsche and Freud. Readings and discussion in English. **{L}** 4 credits
Joel Westerdale

Offered Spring 2012

Advanced Courses

CLT 305 Studies in the Novel

Topic: The Philosophical Novel. This course charts the evolution of the theme of reason and its limits in the European novel of the modern era. Beginning with an examination of humanist assumptions about the value of reason in Rabelais, the course will focus on the Central European novel of the 20th century, the age of "terminal paradoxes." Texts will include Dostoevsky's *Notes from the Underground*; Kafka's *The Trial*; Musil's *Man Without Qualities* and Kundera's *The Joke*, *The Farewell Party* and *The Unbearable Lightness of Being*. **{L}** 4 credits

Maria Banerjee

Offered Fall 2011

FRN 305 French Translation in Practice

Practicum in French; must be taken concurrently with CLT 150. Students will read short texts in translation theory, study translation techniques and strategies, compare versions of translated texts and produce their own translations of French texts. Readings and discussions conducted in French. Prerequisite: two courses in French studies at the 200 level or permission of the instructor. **{L/F}** 2 credits

Dawn Fulton

Offered Spring 2012

PRS 311 Bodies and Machines

The shifting borderline between mechanism and organism as represented by artists, scientists and engineers. What is a body? What is a machine? Origins and possible

future developments of the body-machine relationship. Dangers and promises of a posthumanist future. Texts, art and artifacts that examine or question the pain-pleasure relationship between humans and machines. Introduction to research methods and wiki writing. Prerequisite: an interest in theory, art, science and technology. Some skill in advanced writing and literary analysis is required. Enrollment limited to 12. **{L}** 4 credits
Luc Gilleman (English Language and Literature)
 Offered Spring 2012

PRS 322 Goths, Origins, Histories, Legacies

The sack of Rome by Visigoths in CE 410 was an event received throughout the Roman world as the end of civilization. In subsequent centuries, the adjective "Gothic" became a "floating signifier," a term of abuse or praise denoting everything from an exquisite style of high medieval art and architecture to the macabre novels of the 18th and 19th centuries to a contemporary form of youth culture adopting dark, satanic or apocalyptic themes. We will explore the Goths' cultural identity as it was formed in reaction to and emulation of Roman values and ideals, and how that identity was transformed through time. Open to students interested in examining the creation of ethnic identities and cultural forms. Enrollment limited to 12 juniors and seniors and by permission of the instructor. (E) **{L/H}** 4 credits
Craig Davis (English Language and Literature)
 Offered Spring 2012

ENG 334 Servants in English and Transnational Literature and Film

Often invisible but crucial, servants in English literature have traditionally served as comic relief, go-betweens of romance, storytellers and sometimes even central characters. But what roles do they play in contemporary literature and film? What issues about modernity, class, power, sexuality, gender or family do they raise? What different responses do they evoke? This seminar will consider how writers from different cultures and times call on the figure of the domestic servant for different purposes, and how a view from (or of) the margins can change how and what we see. Writers include Shakespeare, Samuel Richardson, Emily Brontë, Wilkie Collins, Kazuo Ishiguro, Nadine Gordimer and Aravind Adiga. Films include *Remains of the Day*, *Gosford Park*, *The Maid*, and *Earth*. Admission by permission. Enrollment limited to 12. **{L}** 4 credits

Ambreen Hai

Offered Fall 2011

JUD 362 Seminar in Jewish Literature and Culture

Topic: Yiddish Film. A historical survey of the Yiddish cinema from its origins in Eastern Europe and the Soviet Union to the creation of a major non-English-language film industry in the United States during the 1930s. Topics include cinematic adaptations of Yiddish fiction and drama; performance of folklore and tradition; film as a medium for social criticism and radical politics; the immigrant experience; Hollywood's postwar portrayals of lost Yiddish worlds (*Fiddler on the Roof*, *Yentl*, *Hester Street*); and recent attempts to resuscitate the tradition of Yiddish on film (Eleanor Antin's experimental art film *The Man Without a World*, the Coen brothers' introduction to *A Serious Man*; *Romeo and Juliet in Yiddish*). How has Yiddish film figured as part of a broader effort to imagine secular Jewish culture?

{A/L} 4 credits*Justin Cammy*

Offered Spring 2012

CLT 367 Imagined Homes: Literary Interpretations of the National Question

This course will analyze the works of 20th-century writers who belong to national or ethnic communities struggling to constitute, maintain or defend a national identity against a dominant culture and language. We will read works by Irish (both from the Republic of Ireland and from Ulster), Basque, Catalan, Puerto Rican and Palestinian authors, whose attitudes toward their involvement in the national project differ greatly. Common thematic concerns to be stressed are the depiction of home, the relationship with the dominant culture, violence, and the conflict between language and traditions. We will pay special attention to the gender assumptions underlying national discourse, as well as to the reconsideration of traditional perceptions of the nation, which the reality of diaspora required.

{L/H} 4 credits*Reyes Lázaro*

Offered Fall 2011

Critical Theory and Method

CLT 300 Foundations of Contemporary Literary Theory

The interpretation of literary and other cultural texts by psychoanalytic, Marxist, structuralist and poststructuralist critics. Emphasis on the theory as well as the practice of these methods: their assumptions about writing and reading and about literature as a cultural forma-

tion. Readings include Freud, Lacan, Barthes, Derrida and Foucault. Enrollment limited to 25. **{L}** 4 credits

Janie Vanpée

Offered Fall 2011

CLT 301/FRN 301 Contemporary Theory in French

For students concurrently enrolled in CLT 300, wishing to read and discuss in French the literary theory at the foundation of contemporary debates. Readings of such seminal contributors as Saussure, Lévi-Strauss, Barthes, Foucault, Derrida, Lacan, Cixous, Kristeva, Irigaray, Fanon, Deleuze and Baudrillard. Optional course.

Graded S/U only. (E) **{L/F}** 1 credit*Janie Vanpée*

Offered Fall 2011

CLT 340 Problems in Literary Theory

A final seminar required of senior majors, designed to explore one broad issue (e.g., the body, memory and writing; exile; art about art) defined at the end of the fall semester by the students themselves. Prerequisites: CLT 202 and CLT 300 or permission of the instructor.

{L} 4 credits*Janie Vanpée*

Offered Spring 2012

CLT 404 Special Studies

Offered both semesters, with the permission of the instructor and of the program director. 4 credits

The Major

Requirements: 12 semester courses, as follows:

1. Basis for the major:

Any two from among the following courses as an entry into the major:
any FYS (with a comparative focus); CLT 100 (Introduction to comparative literature); CLT 202 (Homer to Dante); CLT 203 (Cervantes to Tolstoy).

2. Other requirements:

Two additional courses with a primary or cross-listing in comparative literature; three courses in a non-English-language literature.

For literatures in which Smith offers few or no courses taught in the original language, majors may fulfill this requirement by taking courses in English translation while reading some course texts in the original language.

Three related courses in either:

- a) an additional literature, which may be in translation
- b) a literary or artistic theme, genre or interdisciplinary topic in CLT or other departments or programs (e.g. film studies, philosophy, art history), chosen with the adviser's approval.

3. Senior sequence:

Two seminars:

CLT 300 "Foundations of Contemporary Literary Theory"; CLT 340 (Problems in Literary Theory)

Honors

Requirements: The same as those for the major, with the addition of a thesis (430) to be written in both semesters of the senior year.

Director: Margaret Bruzelius

CLT 430d Honors Project

Requirements: The same as those for the major, with the addition of a thesis to be written in both semesters of the senior year. A full draft of the thesis is due on the first Friday of March. The final draft is due mid-April, to be followed by an oral presentation and discussion of the thesis. For more detailed requirements, see the CLT Web site. 8 credits

Full-year course; Offered each year

Director of Study Abroad: Anna Botta

Computer Science

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

^{**1} Joseph O'Rourke, Ph.D., *Chair*
Ileana Streinu, Ph.D.

Judith Cardell, Ph.D.

^{**2} Nicholas Howe, Ph.D.

Associate Professors

^{**2} Dominique F. Thiébaud, Ph.D.
Judy Franklin, Ph.D.

Assistant Professor

Eitan Mendelowitz

Five computer science courses have no prerequisites: CSC 102 (How the Internet Works), CSC 103 (How Computers Work), FYS 164 (Issues in Artificial Intelligence), CSC 106 (Introduction to Computing and the Arts) and CSC 111 (Introduction to Computer Science Through Programming). Students who contemplate a major in computer science should consult with a major adviser early in their college career.

102 How the Internet Works

An introduction to the structure, design and operation of the Internet, including the electronic and physical structure of network, packet switching, how e-mail and Web browsers work, domain names, mail protocols, encoding and compression, http and HTML, the design of Web pages, the operation of search engines, beginning JavaScript, CSS. Both history and societal implications are explored. Prerequisite: basic familiarity with word processing. Enrollment limited to 35. The course will meet for half of the semester only. **{M}** 2 credits

Nicholas Howe, Fall 2011

Eitan Mendelowitz, Spring 2012

Offered first or second half of every semester

103 How Computers Work

An introduction to how computers work. The goal of the course is to provide students with a broad understanding of computer hardware, software and operating systems. Topics include the history of computers; logic circuits; major hardware components and their design, including processors, memory, disks and video

monitors; programming languages and their role in developing applications; and operating system functions, including file system support and multitasking, multiprogramming and time-sharing. Weekly labs give hands-on experience. Enrollment limited to 35. **{M}** 2 credits

Dominique Thiébaud, Spring 2012

Offered first half of the semester

105 Interactive Web Documents

A half-semester introduction to the design and creation of interactive environments on the World Wide Web. Focus on three areas: (1) Web site design; (2) JavaScript; (3) embedded multimedia objects. Enrollment limited to 35. Prerequisite: CSC 102 or equivalent competency with HTML. **{M}** 2 credits

Nicholas Howe, Fall 2011

Offered second half of the semester

106 Introduction to Computing and the Arts

This introductory course will explore computation as an artistic medium, with creative approaches to computer programming as the central theme. Through readings, viewing, group discussion, labs, projects, critiques and guest artist/researcher presentations, we will examine a range of computational art practices while developing a solid foundation in basic computer programming approaches and techniques. Enrollment limited to 15. (E) **{A}** 4 credits

Eitan Mendelowitz, Fall 2011

Offered every fall semester

107 Server Scripting for the Web

An introduction to principles and practice of server-side scripting using PHP, including form processing, content customization and MySQL database interaction. Assumes prior familiarity with HTML Web development and some other form of scripting (such as Java Script) or general programming. Enrollment limited to 35.

Prerequisite: CSC 105 or permission of the instructor.

(E) **{M}** 2 credits

Nicholas Howe

Not offered 2011–12

111 Introduction to Computer Science through Programming

Introduction to a block-structured object-oriented high-level programming language. Will cover language syntax and use the language to teach program design, coding, debugging, testing and documentation. Procedural and data abstraction are introduced. Enrollment limited to 48; 24 per lab section. **{M}** 4 credits

Dominique Thiébaud, Fall 2011

Judy Franklin, Spring 2012

Offered both semesters each year

205/MTH 205 Modeling in the Sciences

This course integrates the use of mathematics and computers for modeling various phenomena drawn from the natural and social sciences. Scientific topics, organized as case studies, will span a wide range of systems at all scales, with special emphasis on the life sciences. Mathematical tools include elementary data analysis, discrete and continuous dynamical systems, and Markov chains. The course will use scientific software such as Mathematics or MATLAB, and will provide elementary training in programming. Prerequisite: MTH 112 or MTH 114. CSC 111 recommended. Enrollment limited to 20. **{M}** 4 credits

Ileana Streinu, Spring 2012

Offered every spring semester

212 Programming with Data Structures

Explores elementary data structures (linked lists, stacks, queues, trees, graphs) and algorithms (searching, sorting) in a variety of contexts, including event-driven applications with a graphical user interface. Emphasizes object-oriented programming throughout, using the Java programming language. Prerequisite: CSC 111. Enrollment limited to 35. **{M}** 4 credits

Nicholas Howe, Spring 2012

Offered every spring semester

220 Advanced Programming Techniques

Focuses on several advanced programming environments, with a project for each. Includes object-oriented programming, graphical user interfaces (GUIs) under Windows and/or Linux, and principles of software engineering. Topics include Java's GUI swing package and its methods for listening for events and creating threads to dispatch events, tools for C++ code development, database query languages and programming in Python. Prerequisite: 212. **{M}** 4 credits

Judy Franklin and Ileana Streinu, Fall 2011

Offered every year

231 Microprocessors and Assembly Language

An introduction to the architecture of the Intel Pentium class processor and its assembly language in the Linux environment. Students write programs in assembly and explore the architectural features of the Pentium, including its use of the memory, the data formats used to represent information, the implementation of high-level language constructs, integer and floating-point arithmetic, and how the processor deals with I/O devices and interrupts. Prerequisite: 212 or permission of the instructor. **{M}** 4 credits

Judy Franklin, Fall 2011

Offered every fall semester

240 Computer Graphics

Covers two-dimensional drawings and transformations, three-dimensional graphics, lighting and colors, game design, perspective, curves and surfaces and ray tracing. Employs PostScript, C++, GameMaker, POV-Ray and radiosity. The course will accommodate both CS majors, for whom it will be programming intensive, and students with less technical expertise by having two tracks of assignments. Prerequisites for CSC major credit: CSC 111 and MTH 111 or permission of the instructor; otherwise, CSC 111 or permission of the instructor. **{M}** 4 credits

Eitan Mendelowitz, Fall 2011

Offered every fall semester

249 Computer Networks

This course introduces fundamental concepts in the design and implementation of computer communication networks, their protocols and applications. Topics to be covered include layered network architecture; physical layer and data-link protocols; and transport protocols, routing protocols and applications. Most case studies will be drawn from the Internet protocol suite, or TCP/

IP. Prerequisites: CSC 111 and MTH 153. **{M}** 4 credits

Judith Cardell

Not offered 2011–12

250 Theoretical Foundations of Computer Science

Automata and finite state machines, regular sets and regular languages; push-down automata and context-free languages; linear-bounded automata; computability and Turing machines; nondeterminism and undecidability. Perl is used to illustrate regular language concepts. Prerequisites: 111 and MTH 153. **{M}** 4 credits

Judy Franklin, Spring 2012

Offered every spring semester

252 Algorithms

Covers algorithm design techniques ("divide-and-conquer," dynamic programming, "greedy" algorithms), analysis techniques (big-O notation, recurrence relations), useful data structures (heaps, search trees, adjacency lists), efficient algorithms for a variety of problems and NP-completeness. Prerequisites: 212, MTH 111, MTH 153. **{M}** 4 credits

Ileana Streinu

Offered Spring 2012

260 Programming Techniques for the Interactive Arts

Through analysis of existing computational art and synthesis of original works, this course will expose students to real-time graphics, data visualization, human-computer interaction, sensor networks, pervasive computing and physical computing. Weekly programming exercises will serve to reinforce concepts from lectures and build a personal aesthetic. Students will also be required to complete readings, a presentation and a final project. This project will challenge the student conceptually, technically and aesthetically. Prerequisites: CSC 111 and either CSC 212 or CSC 240 or permission of the instructor. Students majoring in the visual or performing arts who have programming experience are encouraged to enroll, pending the instructor's permission. **{A/M}** 4 credits

Eitan Mendelowitz

Not offered 2011–12

262 Introduction to Operating Systems

An introduction to the functions of an operating system and their underlying implementation. Topics include file systems, CPU and memory management, concurrent communicating processes, deadlock and access, and protection issues. Programming projects will

implement and explore algorithms related to several of these topics. Prerequisite: 231. **{M}** 4 credits

Nicholas Howe

Not offered 2011–12

270 Digital Circuits and Computer Systems

This class introduces the operation of logic and sequential circuits. Students explore basic logic gates (And, Or, Nand, Nor), counters, flip-flops, decoders and microprocessor systems. Students have the opportunity to design and implement digital circuits during a weekly lab. Prerequisite: 231. Enrollment limited to 12. **{M}** 4 credits

Dominique Thiébaud

Offered Spring 2012

274 Discrete and Computational Geometry

Topics include the core of the field: polygons, convex hulls, triangulations and Voronoi diagrams. Beyond this core, curves and surfaces, and polyhedral and configuration spaces are covered. Throughout, a dual emphasis is maintained on mathematical proofs and efficient algorithms. Students will have a choice of concentrating their course work mathematics or toward computer science. Prerequisite for MTH major credit: MTH 153; MTH 111 recommended. Prerequisite for CSC major credit: CSC 111. **{M}** 4 credits

Joseph O'Rourke

Offered Fall 2011

290 Introduction to Artificial Intelligence

An introduction to artificial intelligence, including artificial intelligence programming. Topics covered include game playing and search strategies, machine learning, natural language understanding, neural networks, genetic algorithms, evolutionary programming and philosophical issues. Prerequisites for CSC major credit: CSC 212, MTH 111 or permission of the instructor; otherwise, CSC 111 or permission of the instructor. **{M}** 4 credits

Joseph O'Rourke

Not offered in 2011–12

334 Seminar: Topics in Computational Biology

Topic: Bio-Geometry of Proteins. Computational biology is a rapidly emerging multidisciplinary field that uses techniques from computer science, applied mathematics and statistics to address problems inspired by biology. This seminar will expose students to a variety of topics of current interest in molecular computing

and bioinformatics. The focus of the fall 2008 offering of this course is the bio-geometry of proteins. Proteins are the building blocks of life, as well as marvelous objects to study mathematically and computationally. Topics covered include modeling; visualization; structure determination; flexibility; motion; folding and evolution of proteins; using geometric, algorithmic and physical simulation methods. Background in molecular biology is not a prerequisite. Prerequisites: CSC 111, 212, Calculus or permission of the instructor for Computer Science majors. Biochemistry majors are encouraged to participate. **{M/N}** 4 credits

Ileana Streinu

Offered Fall 2011

352 Seminar in Parallel Programming

The primary objective of this course is to examine the state of the art and practice in parallel and distributed computing, and to expose students to the challenges of developing distributed applications. This course deals with the fundamental principles in building distributed applications using C and C++, and parallel extensions to these languages. Topics will include process and synchronization, multithreading, Remote Method Invocation (RMI) and distributed objects. Prerequisites: 212 and 252. **{M}** 4 credits

Dominique Thiébaud

Not offered 2011–12

353 Seminar in Robotics

A seminar introduction to robotics. Topics include basic mechanics, electronics and sensors, basic kinematics and dynamics, configuration space, motion planning, robot navigation and self-reconfiguring robots. Projects will include computer simulations and programming existing and student-built robots. Prerequisites: CSC 212, 231, Calculus, Discrete Math or permission of the instructor. **{M}** 4 credits

Ileana Streinu

Offered Fall 2012

354 Seminar in Digital Sound and Music Processing

Focuses on areas of sound/music manipulation that overlap significantly with computer science disciplines. Topics are digital manipulation of sound; formal models of machines and languages to analyze and generate sound and music; algorithms and techniques from artificial intelligence for music composition and music database retrieval; and hardware aspects such as time-dependence. This is a hands-on course in which

music is actively generated via programming projects, resulting in a final installation or demonstration.

Prerequisites: 111, 212 and 250 or permission of the instructor. 4 credits

Judy Franklin

Not offered 2011–12

360 Seminar: Mobile and Locative Computing

By fitting comfortably in our pockets and bags, smartphones are worn on our bodies throughout the day and remain by our pillows at night. These mobile computers are packed with accelerometers, gyroscopes, cameras, microphones and even GPS. They present a unique platform for location and context-aware software. Through readings and projects, this course will examine the opportunities and challenges presented by mobile computing. This is a hands-on seminar; projects will include the development and deployment of applications on smartphones and other mobile devices. Prerequisite: CSC 212 or permission of the instructor. Closed to first-years or sophomores. Enrollment limited to 12. **{M}** 4 credits

Eitan Mendelowitz

Offered Spring 2012

364 Computer Architecture

Offers an introduction to the components present inside computers, and is intended for students who wish to understand how the different components of a computer work and how they interconnect. The goal of the class is to present as completely as possible the nature and characteristics of modern-day computers. Topics covered include the interconnection structures inside a computer, internal and external memories, hardware supporting input and output operations, computer arithmetic and floating point operations, the design of and issues related to the instruction set, architecture of the processor, pipelining, microcoding and multiprocessors. Prerequisite: 270 or 231. **{M}** 4 credits

Dominique Thiébaud

Not offered in 2011–12

370 Computer Vision and Image Processing

Explores the challenge of computer vision through readings of original papers and implementation of classic algorithms. This seminar will consider techniques for extracting useful information from digital images, including both the motivation and the mathematical underpinnings. Topics range from low-level techniques for image enhancement and feature detec-

tion to higher-level issues such as stereo vision, image retrieval and segmentation of tracking of objects. Prerequisites: CSC 212 and MTH 153. **{N}** 4 credits

Nicholas Howe

Not offered in 2011–12

Cross-Listed and Interdepartmental Courses

FYS 164 Issues in Artificial Intelligence

An introduction to several current issues in the area of artificial intelligence and their potential future impact on society. We start by exploring the nature of intelligent behavior through the Turing test and the Chinese room argument. Deep philosophical questions are explored through the increasingly sophisticated game-playing capabilities of computers: checkers, chess, go. Next we turn to language: the challenges of machine translation, text-to-speech and speech understanding. Then we investigate learning and discovery by computers, especially through neural networks and genetic algorithms. Finally we explore robotics, from Roomba to autonomous vehicles. Here there are serious implications for labor (explored through the prediction of a technological “singularity”) as well as deep ethical issues. Prerequisite: fluency with computers, including basic Web searching skills. Four years of high school mathematics recommended, no programming experience necessary. Enrollment limited to 16 first-year students. W1 **{M}** 4 credits

Joseph O'Rourke

Offered Fall 2011

PRS 324 Computers, the Internet and American Culture

This course blends computer science and cultural studies to examine the digital revolution as a transformative technological and social phenomenon. What desires, interests, acts of scientific imagination, and institutions have propelled the Internet to such prominence in our lives? How have personal digital technologies rewired us by transforming commerce, journalism, political activism, consumer behaviors and social relationships? What are the implications for identity and social organization in an era of identity theft, social networking and ongoing struggles between corporations and net-neutrality advocates to shape

future ownership and use rights of the Internet? Open to students interested in computer science and cultural studies. Prerequisite: some preference may be given to those who have taken CSC 102 or AMS 202. Enrollment limited to 15 juniors and seniors and by permission of the instructor. (E) **{S}** 4 credits

Nicholas Howe (Computer Science) and Kerin Rozario (American Studies)

Offered Fall 2011

400 Special Studies

For majors, by arrangement with a computer science faculty member.

Variable credit as assigned

Offered both semesters each year

The Major

Advisers: Judith Cardell, Judy Franklin, Nicholas Howe, Eitan Mendelowitz, Joseph O'Rourke, Ileana Streinu, Dominique Thiebaut

Requirements: 11 semester courses (44 graded credits) including:

- 1. Introductory:** (4 credits) (**Note:** restrictions apply)
CSC 102, 103, 105, 106 or FYS 164 or a 200-level or higher, CSC or MTH course.

Restrictions

CSC 102 may not count after taking CSC 249

CSC 103 may not count after taking CSC 231

CSC 106 may not count after taking CSC 260

- 2. Core** (16 credits)

CSC 111, 212, 231 and 250

- 3. Mathematics** (8 credits)

- MTH 111, 114, 125, 205, 212, or LOG 100
- MTH 153

- 4. Intermediate** (12 credits)

- One CSC **Theory**
- One CSC **Software**
- One CSC **Systems**

- 5. Seminar** (4 credits)

One additional 300-level course

<i>Course</i>	<i>Theory</i>	<i>Programming</i>	<i>Systems</i>
CSC 220 (Adv Prog)		X	
CSC 240 (Graphics)	X	X	
CSC 249 (Networks)			X
CSC 252 (Algorithms)	X		
CSC 262 (Op Sys)		X	X
CSC 260 (Prog Arts)		X	
CSC 270 (Circuits)			X
CSC 274 (Discrete & Comp Geom)	X	X	
CSC 290 (AI)	X	X	
CSC 249 (Networks)			X
CSC 293 (Compilers)	X	X	
ENG 321 (Dig Sig Proc)			X
CSC 334 (Comp Bio)	X	X	
CSC 352 (Parallel Prog)		X	X
CSC 353 (Robotics)		X	X
CSC 354 (Music)	X	X	
CSC 364 (Architecture)			X
CSC 370 (Vision)	X	X	

The Minor

Students may minor in computer science by fulfilling the requirements for one of the following concentrations or by designing, with department approval, their own sequence of six courses, which must include 111, 212 and one 300-level course.

1. Theory (six courses)

Advisers: Nicholes Howe, Judy Franklin, Joseph O'Rourke, Ileana Streinu

This minor is appropriate for a student with a strong interest in the theoretical aspects of computer science.

Required courses

- 111 Introduction to Computer Science through Programming
- 212 Programming with Data Structures
- Two distinct 200- or 300-level courses designated as theory
- One other 200- or 300-level course
- One 300-level course designated as Theory (and not among those satisfying the previous requirements).

2. Programming (six courses)

Advisers: Judith Cardell, Judy Franklin, Eitan Mendelowitz, Nicholes Howe, Ileana Streinu, Dominique Thiébaud

This minor is appropriate for a student with a strong interest programming and software development.

Required courses

- 111 Introduction to Computer Science Through Programming
- 212 Programming with Data Structures
- Two distinct 200- or 300-level courses designated as Programming
- One other 200- or 300-level course
- One 300-level course designated as Programming (and not among those satisfying the previous requirements).

3. Systems (six courses)

Advisers: Judith Cardell, Judy Franklin, Dominique Thiébaud

This minor is appropriate for a student with a strong interest in computer systems, computer engineering and computing environments.

Required courses

- 111 Introduction to Computer Science Through Programming
- 212 Programming with Data Structures
- Two distinct 200- or 300-level courses designated as Systems
- One other 200- or 300-level course
- One 300-level course designated as Systems (and not among those satisfying the previous requirements).

4. Computer Science and Language (six courses)

Advisers: Eitan Mendelowitz, Joseph O'Rourke

The goal of this minor is to provide the student with an understanding of the use of language as a means of communication between human beings and computers.

Required courses

- 111 Introduction to Computer Science Through Programming
- 212 Programming with Data Structures
- 250 Theoretical Foundations of Computer Science
- Two of:
 - 280 Topics in Programming Languages
 - 290 Introduction to Artificial Intelligence
 - 293 Introduction to Translators and Compiler Design
 - 294 Computational Linguistics
- One of:
 - 354 Seminar in Digital Sound and Music Processing
 - 390 Seminar in Artificial Intelligence

5. Mathematical Foundations of Computer Science (six courses)

Adviser: To be announced

The goal of this minor is the study of algorithms, from the points of view of both a mathematician and a computer scientist, developing the correspondence between the formal mathematical structures and the abstract data structures of computer science.

Required courses

- 111 Introduction to Computer Science Through Programming
 - 212 Programming with Data Structures
 - 250 Theoretical Foundations of Computer Science
- One of:
- 252 Algorithms
 - 274 Discrete and Computational Geometry
 - MTH 254 Combinatorics
 - MTH 353 Advanced Topics in Discrete Applied Mathematics

6. Digital Art (six courses equally balanced between computer science and art)

Advisers: Judy Franklin, Eitan Mendelowitz, Joseph O'Rourke

This minor is designed to accommodate students who desire both grounding in studio art and the technical expertise to express their art through digital media requiring mastery of the underlying principles of computer science.

Three computer science courses are required. The CSC 102+105 sequence on the Internet and Web design provides the essentials of employing the Internet and the Web for artistic purposes; CSC 111 Introduction to Computer Science Through Programming includes a more systematic introduction to computer science and the basics of programming; and CSC 240 Computer Graphics gives an introduction to the principles and potential of graphics, 3-D modeling and animation. (Students with the equivalent of CSC 111 in high school would be required to substitute CSC 212 instead.)

Three art courses are required. ARH 101 Approaches to Visual Representation will provide the grounding nec-

essary to judge art within the context of visual studies. ARS 162 Introduction to Digital Media introduces the student to design via the medium of computers, and either ARS 263 Intermediate Digital Media or ARS 361 Interactive Digital Multimedia provides more advanced experience with digital art.

#	Dept	Number	Title	Credits	Preq.
1	CSC	102	How the Internet Works	2	none
	CSC	105	Interactive Web Documents	2	CSC 102
2	CSC	111	Introduction to Computer Science Through Programming	4	None
	CSC	212	Programming with Data Structures	4	CSC 111
3	CSC	240	Computer Graphics	4	CSC 102 or CSC 111
4	ARH	101	Approaches to Visual Representation	4	none
5	ARS	162	Introduction to Digital Media	4	none
6	ARS	263	Intermediate Digital Media	4	ARS 162
	ARS	361	Interactive Digital Multimedia	4	ARS 162

On an ad hoc approval basis, substitution for one or more of the required courses would be permitted by various relevant Five College courses, including those in the partial list below:

School	Number	Title
Smith	DAN 377	Expressive Technology and Movement
Hampshire	CS 0174	Computer Animation I
Hampshire	CS 0334	Computer Animation II
Mount Holyoke	CS 331	Graphics
UMass	ART 397F	Digital Imaging: Offset Litho
UMass	ART 397F	Digital Imaging: Photo Etchg
UMass	ART 397L	Digital Imaging: Offset Litho
UMass	ART 697F	Digital Imaging: Photo Etchg
UMass	EDUC 591A	3D Animation and Digital Editing
UMass	CMPSCI391F	Graphic Communications
UMass	CMPSCI 397C	Interactive Multimedia Production
UMass	CMPSCI397D	Interactive Web Animation

7. Digital Music (six courses equally balanced between computer science and music)

Advisers: Judy Franklin, Eitan Mendelowitz, Joseph O'Rourke

This minor is designed to accommodate students who desire both grounding in music theory and composition and the technical expertise to express their music through digital media that requires mastery of the underlying principles of computer science.

Three computer science courses are required. CSC 111 Introduction to Computer Science Through Programming includes a systematic introduction to computer science, and the basics of programming concepts. CSC 212 Programming with Data Structures includes study of data structures, algorithms and recursion and the object-oriented programming paradigm. The programming goals of portability, efficiency and data abstraction are emphasized.

One of CSC 220 or 250: CSC 220 Advanced Programming Techniques focuses on several advanced programming environments and includes object-oriented programming, graphical user interfaces (GUIs), and principles of software engineering. CSC 250 Theoretical Foundations of Computer Science concerns the mathematical theory of computing and examines automata and finite state machines, regular sets and regular languages; push-down automata and context-free languages; computability and Turing machines.

Three music courses are required. MUS 110 Analysis and Repertory is an introduction to formal analysis and tonal harmony, and a study of familiar pieces in the standard musical repertory. Regular written exercises in harmony and critical prose. MUS 111 may be substituted for students entering with the equivalent of 110. One of MUS 233 or 212: MUS 233 Composition covers basic techniques of composition, including melody, simple two-part writing and instrumentation. The course includes analysis of representative literature. MUS 212 20th-Century Analysis is the study of major developments in 20th-century music. Writing and analytic work including nontonal harmonic practice, serial composition and other musical techniques. Prerequisite: MUS 111 or permission of the instructor. One of MUS 345 or CSC 354 (cross-listed in the music department): MUS 345 Electro-Acoustic Music is an introduction to musique concrete, analog synthesis, digital synthesis and sampling through practical work,

assigned reading and listening. CSC 354 Seminar on Digital Sound and Music Processing includes areas of sound/music manipulation such as digital manipulation of sound, formal models of machines and languages used to analyze and generate sound and music, and algorithms and techniques from artificial intelligence for music composition.

These requirements are summarized in the table below:

#	Dept	Number	Title	Credits	Req.
1	CSC	111	Introduction to Computer Science Through Programming	4	none
2	CSC	212	Programming with Data Structures	4	CSC 111
3	CSC	220	Advanced Programming	4	CSC 212 or
	CSC	250	Theoretical Foundations of Computer Science	4	CSC 111, MTH 153
4	MUS	110	Analysis and Repertory	5	none
5	MUS	233	Composition	4	MUS 110 or
	MUS	212	20th-Century Analysis	4	MUS 111
6	MUS	345	Electro-Acoustic Music	4	MUS 110
					MUS 233
					Permission or
	CSC	354	Seminar on Digital Sound and Music Processing	4	CSC 212
					CSC 250 or
					23 or 231
					Permission

On an ad hoc approval basis, substitution for one or more of the required courses would be permitted by various relevant Five College courses, including those in the partial list below.

School	Number	Title
Amherst	Mus 65	Electroacoustic Composition
Hampshire	HACU-0290-1	Computer Music
Mount Holyoke	Music 102f	Music and Technology
UMass	Music 585	Fundamentals of Electronic Music
UMass	Music 586	MIDI Studio Techniques

Honors

Director: Joseph O'Rourke

430d Honors Project

8 credits

Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Concentrations

Visiting faculty and some lecturers are generally appointed for a limited term.

Visit www.smith.edu/catalog for current course information.

What is a concentration? It's not a major and it's not a minor; rather, concentrations are taken in addition to a major and enable students to integrate course-work and work outside the classroom, such as internships, service learning and independent research, to address a complex topic that cuts across different fields. The first two in 2009–10, Museum Studies and Archives, invited students, faculty members and staff to work together in collections that are unique: the Smith Museum of Art and the Sophia Smith Collection, the College Archives and the Mortimer Rare Book Room. New concentrations that have been added are biomath and poetry in 2010–11, and book studies, Buddhist studies, environmental and South Asia in 2011–2012. Students are admitted to concentrations through an application process; places are limited to 12–15 students per class year.

Every concentration has one or more gateway courses that introduce students to the major questions or methods that define the topic. These courses, such as MUX 118 History and Critical Issues of Museums or ARX 141 What I Found in the Archives, are open to all students.

Each concentration identifies:

- 1) a number of courses at Smith or in the Five Colleges from which students choose four or five with the help of their adviser;
- 2) internships or service learning experiences that satisfy a requirement to complete two practical learning experiences; and
- 3) a capstone experience, such as a seminar or a guided independent project that culminates in a public presentation, usually at collaborations in the spring.

Archives Concentration

Members of the ARX advisory committee for 2009–12

Kelly Anderson	Sherrill Redmon
Justin Cammy	Susan Van Dyne
Maida Goodwin	Nanci Young
Karen Kukil	Ann Zulawski
Richard Millington	

Members of the Archives Advisory Committee serve as advisers to students in approving course selections and internships and may be consultants to independent research projects in the senior seminar.

Requirements

The archives concentration is open to any student by application (see www.smith.edu/archives for deadlines and application process). These are the requirements:

1. a “gateway” course (either ARX 140 or 141)
2. four existing courses offered in departments or programs that involve significant archival research, approved by the ARX advisory committee (see list on Web site)
3. the senior capstone seminar, involving an independent research project
4. two practical experiences or internships

Gateway courses

ARX 140j Exploring the Archives

Exploring the Archives is a behind-the-scenes introduction to the roles archives play in our understanding of the past. Through an introduction to basic archival theory and field trips to a variety of local archives, we will examine how different factors such as constituent users, available funding, and institutional mission shape different repositories. Students will experiment with methods for publicizing and interpreting archives and the materials they preserve. The field trips will also allow class members to explore potential internship opportunities. Requirements include readings, Web research, in-class participation and short assignments. Enrollment limited to 15 with priority given to archives concentrators. Graded S/U only. **[H/S]** 2 credits

Maida Goodwin

Offered January 2012, January 17–28, 9 a.m. to noon; involves field trips

ARX 141 What I Found at the Archives

An introduction to the theoretical and practical questions of building archives as well as a sampling of the surprising insights produced by archival research. The seven-week lecture series will highlight archival discoveries made by faculty researchers, both the eureka moments of personal discovery and the ways archival research enriches and often significantly revises existing narratives or scholarly interpretations. Professional archivists and public historians will reflect on contemporary directions and challenges in their fields. Weekly readings and several short essays. Elected S/U only. This course serves as a gateway to the archives concentration. **(H)** 1 credit

Susan Van Dyne, Director

Offered Spring 2012

Seven-week lecture series, offered Thursdays 7:30–9:30 p.m.

Electives

All offered during interterm for 1 credit, S/U only

ARX 100j Mini Archives Course

Graded S/U. Enrollment limited to 25. 1 credit

Offered Interterm

Section 01: Research in the Virginia Woolf Collection

This course will work intensively with Smith College's Virginia Woolf archives, drawing chiefly from the Frances Hooper Collection of Virginia Woolf Books and Manuscripts and the Elizabeth P. Richardson Bloomsbury Iconography Collection. We will analyze various kinds of archival materials, including family photographs, first editions from Virginia and Leonard Woolf's innovative Hogarth Press, literary manuscripts, and several collections of letters. Students will work independently with a range of documents, considering especially the relation of their physical details and condition to their content (the images or words). Enrollment limited to 10 (capacity of Mortimer Rare Book Room).

Cornelia Pearsall

Not offered Interterm 2012

Section 02: From Subjects of Reform to Agents for Social Change: Working Women in the Industrial Program of the YWCA

Through hands-on research with primary sources from records of the YWCA, we will consider how working

women in the decades from 1910 to the 1930s used the YWCA to transform the national organization and their own lives and working conditions. We'll analyze how the YWCA developed strategies—education of single working girls at risk in low-wage factory jobs, cross-class coalitions and organizations, and opportunities for self-governance and self-expression—that provided the tools for working women to become leaders and labor organizers. We'll explore how working women became educators of the middle-class professional staff, so that the entire YWCA came to embrace labor activism as central to their mission. Enrollment limited to 25.

Susan Van Dyne

Offered Interterm 2012

January 9–13, 10:30 a.m.–12 noon, plus at least two hours a day in the Sophia Smith Collection

Section 03: Editing Sylvia Plath's Correspondence

This course will teach students how to edit correspondence. Focusing on the Sylvia Plath Collection in the Mortimer Rare Book Room, students will read and edit Plath's unpublished letters. Technical aspects related to the editing of a text will be discussed, including transcription and emendation. Plath's poetry and prose manuscripts, journals, annotated library and other biographical material will also be considered during the course, as well as her papers in the Smith College Archives. Each student will be required to transcribe and edit one letter from the Sylvia Plath Collection. Whenever possible, footnotes will be based upon primary sources. Graded S/U only. Enrollment limited to 20.

Karen Kukil

Offered Interterm 2012

January 9–13 from 1–5 p.m. in the Mortimer Rare Book Room

ARX 340 Capstone Seminar for the Archives Concentration

The capstone seminar brings together a cohort of concentrators to explore contemporary issues at the intersection of archives and public history. The seminar readings will focus each week on case studies about contemporary controversies in interpretation and dissemination that explore the competing uses of the past made by various groups. The readings also encourage students to ask expansively "What counts as an archive?" In addition, each concentrator will complete an independent project that draws on their own expertise developed through their course work and their practical

experiences. Open only to students in the archives concentration. Enrollment limited to 15. **(H)** 4 credits

Susan Van Dyne

Offered Spring 2012

Concentration in the Bio-Mathematical Sciences

Directors: Robert Dorit (BIO), Christophe Golé (MTH), Ileana Streinu (CSC, acting director in 2011–12)
Coordinator: Denise Lello (BIO)

Advisory committee: Directors, coordinator, David Smith (BIO), Nicholas Horton (MTH)

Faculty participants: Michael Barresi (BIO), Rob Dorit (BIO), Christophe Golé (MTH), Andrew Guswa (ENG), Katherine Halvorsen (MTH), Mary Harrington (PSY), Nicholas Horton (MTH), Borjana Mikic (EGR), David Smith (BIO), Ileana Streinu (CSC), Cristina Suarez (CHM), Susan Voss (ENG)

Purpose

This concentration allows students to integrate the study of mathematics, statistics, computer science and engineering with biology, biochemistry and neuroscience. In addition to the capstone (see below), the concentration includes two hands-on research experiences in labs that use the tools of the mathematical and computer sciences to parse the meaning of biological phenomena. Students apply by the end of their sophomore year. Applications are processed on a rolling basis but should be received before the spring advising period. For more information, see www.smith.edu/biomath.

Requirements

- 1) The biomath gateway course: CSC/MTH 205 Modeling in the Sciences
- 2) Four electives, in a bio-math related subject (most in a discipline complementary to the student's major, e.g., a student majoring in mathematical sciences would emphasize biological science electives, while a student majoring in biological sciences would choose math electives.)
- 3) Two research experiences (2-credit research project, summer project, professional internship)
- 4) A capstone experience (BIO 334 Bio-informatics, CSC 334 Computational Biology, MTH 364 Topics in continuous applied mathematics, EGR 373 Skeletal Biomechanics or an honors thesis)

Gateway Course (required for the concentration)

CSC/MTH 205 (Modeling for the Sciences)

This course integrates the use of mathematics and computers for modeling various phenomena drawn from the natural and social sciences. Scientific topics, organized as case studies, will span a wide range of systems at all scales, with special emphasis on the life sciences. Mathematical tools include elementary data analysis, discrete and continuous dynamical systems and Markov chains. The course will use scientific software, such as mathematica or MATLAB, and will provide elementary training in programming. Prerequisite: MTH 112 or 114. CSC 111 recommended. Taught by Ileana Streinu in Spring 2012.

Interested students should talk to a member of the advisory committee or faculty participants. For sample course plans, a sampling of relevant elective courses, as well as possible research projects, please refer to the concentration Web page: www.smith.edu/biomath.

Book Studies Concentration

Advisory Committee

Martin Antonetti, <i>director</i>	Barry Moser
Nancy Bradbury	Douglas Patey
Margaret Bruzelius	Eric Reeves
Susan Etheredge	Andrea Stone
Jocelyne Kolb	Lynne Yamamoto
Elisa Lanzi	

The concentration in book studies connects students with the exceptional resources of the Mortimer Rare Book Room and the wealth of book artists and craftspeople of the Pioneer Valley. Through classroom study, field projects and independent research, they learn about the history, art and technology of the "book," broadly defined to extend from oral literature to papyrus scrolls, manuscripts, printed books and digital media. Book studies concentrators design capstone projects in a wide variety of areas, including medieval manuscripts, early and fine printing, book illustration, children's picture books, the book trade, artists' books, censorship, the history of publishing, the secrets of today's best-sellers, the social history of books and literacy, the history of libraries and book collecting, and the effects of the current digital revolution on the material book.

Requirements for the Concentration

The concentration is composed of six courses. In addition to the gateway course and the senior capstone experience, a student must take the two required core courses and two electives, chosen to support her area of focus. In addition, students are required to engage in one or two practical learning experiences or internships in some field of book studies. The combined course work will total no fewer than 19 credits; the practical learning experiences carry no credit.

1. The gateway course (1 credit)

BKX 140j Perspectives on Book Studies

The gateway course presents the major foci of the book studies concentration—the creation, publication, distribution, reception and survival of books—in a series of interactive workshops exposing students to the variety of subjects relevant to the concentration. These include graphic arts, the production and transmission of texts, literacy, and the sociology of the book. The course features members of the advisory committee on a rotational basis, and may be supplemented on occasion with lectures from distinguished book studies professionals in the valley. Required of all book studies concentrators. Enrollment limited to 12. Graded S/U only. 1 credit

Douglas Patey (English Language and Literature)

Offered January 2012

2. Two required core courses (total of 8 credits)

ENG/HSC 207 The Technology of Reading and Writing (Reeves or Patey)

ARH 267/ENG 293 The Art and History of the Book (Antonetti)

Together these two courses provide a overview of interdisciplinary book studies and an historical context that will help students identify their own interests within the concentration and make informed decisions about fieldwork and capstone projects. Students will be encouraged to take these two courses soon after entering the concentration.

3. Two electives (total of 8 credits)

Two existing courses—from any Five-College department or program—that address the themes and concerns of the book studies concentration and are approved by the book studies advisory committee.

4. One or two practical learning experiences or internships

5. The senior capstone experience (2 credits)

The culminating experience for the book studies concentration is an independent research project that synthesizes the student's academic and practical experiences. The student's concentration adviser will serve as the sponsor for the project; topics for this capstone project will be decided in concert with the student's adviser and vetted by the concentration's director.

The capstone experience takes place in the fall of the senior year in order to showcase the results in exhibits, interpretive documents or public presentations, such as *Collaborations* in the spring. While the project is completed and evaluated in the fall, the public showcasing of the work in the spring will provide a capstone for the hands-on, practical element of the concentration for seniors and a strategy for recruiting students into the concentration.

The senior capstone experience is organized and taught by the director of the book studies concentration, who also oversees the progress of the independent projects. Each student's project would be approved by the student's concentration adviser, as well as by the director.

Courses Approved for Book Studies Concentration Credit

The following are courses that have been offered recently in the Five Colleges that would count as electives for the concentration. Consult the course catalogue for availability. Other courses may be eligible with adviser approval.

Smith College

AMS 302	Seminar: The Material Culture of New England, 1630–1860
ARH 101	Advertising and Visual Culture
ARH 240	Print and Visual Communication in Early Modern Italy
ARH 268	The Artists Book in the 20th Century
ARS 171	Introduction to the Materials of Arts
ARS 275	The Book: Theory and Practice I
ARS 375	The Book: Theory and Practice II
ARX 141	What I Found in the Archives
CLIT 100	The Pleasures of Reading
CLIT 220	Imagining Language
EAL 237	Chinese Poetry and the Other Arts
ECS 210	Literacy in Cross-Cultural Perspective
ECS 338	Children Learning to Read
ENG 238	What Jane Austen Read: The 18th-Century Novel

ENG 312 Print Culture of the African Diaspora, 1760–1860

ENG 314 Material Modernism

Amherst College

ENGL 01–04 Visuality and Literature

ENGL 05–01 Reading Historically

Hampshire College

CS 111 The Emergence of Literacy

HACU 120 The Anatomy of Pictures

HACU 204 Artists' Books

HACU 330 Books, Book Arts, Artists' Books, Bibliophilia

HACU 334 The Collector: Theory and Practice

SS 244 Reading/Writing/Citizenship

SS/HACU 220-1 Dangerous Books: Introduction to Textuality and Culture

HACU 140-1 Comics Underground: Unconventional Comics in the United States

Mount Holyoke College

ARTH 271 Arts of Islam: Book, Mosque and Palace

ARTH 301 Illuminated Manuscripts

ARTS 226 Digital Artists Books

ARTS 256 Printmaking

ARTS 264 Word and Image

ARTS 280 Papermaking

ENGL 317 Studies in Renaissance Literature: Renaissance Theater and the Early Modern Book

University of Massachusetts, Amherst

COMP LIT 234 Myth, Folktale and Children's Literature

COMP LIT 393b Comic Art in North America

COMP LIT 393c The International Graphic Novel

ENG 300 The History of the Book

ENG 491 The Origins of Reading

JUDAIC 392 Jewish Graphic Novel

offering an interdisciplinary complement to one's major as well as an important credential for graduate admissions. It also provides a wonderful opportunity for students to integrate their course work, Praxis learning and international experiences.

Core faculty for the program at Smith include

Jay Garfield, Peter Gregory, Jamie Hubbard, Marilyn Rhie and Andy Rotman

Other faculty members at Smith who teach courses related to Buddhist Studies include

Ravina Aggarwal, Nalini Bhushan, Dan Gardner, Suzanne Gottschang, Sabina Knight, Kim Kono, Tom Rohlich, Sujane Wu and Leslie Jaffe

Five College faculty in Buddhist Studies include

Hampshire College: Sue Darlington, Alan Hodder,

Ryan Joo

Amherst College: Maria Heim, Sam Morse, Paola Zamperini

Mount Holyoke: Suzanne Mrozik, Indira Peterson, Ajay Sinha

UMass: Reiko Sono, Donald E. Gjertson, Stephen Miller

Requirements for the Concentration

The requirements for the concentration include (a) two required courses (a gateway course BUX 120 and a capstone course); (b) four elective courses; and (c) two practical learning experiences.

The entrance to the concentration is through a gateway course, which is team-taught by members of the faculty and guest speakers from the community. It is designed to give students a broad introduction to the many disciplines and geographic areas of the field, as well as to bring together faculty from diverse departments and programs.

BUX 120 The Study of Buddhism

This course will introduce students to the many aspects of the academic study of Buddhism. Through readings and lectures by Smith faculty and guests, and field trips to local Buddhist centers, we will critically examine the history of Buddhist studies and issues raised in the numerous disciplines and areas that it encompasses. These include the social sciences, philosophy, history, religious studies (ritual, missionary activities and other aspects), the arts, gender studies, political and cultural studies, literature, textual analysis and philology, and

Buddhist Studies Concentration

A concentration in Buddhist studies is an excellent adjunct to majors in such fields as religion, philosophy, American studies, anthropology, art history, Asian studies, comparative literature, East Asian languages and literature, East Asian studies, and the study of women and gender. It allows for a deeper focus in Buddhism,

Buddhism in the contemporary world. Enrollment limited to 20 students, with priority given to students planning a Buddhist studies concentration. Graded S/U only. (E) 1 credit

Jamie Hubbard, Peter Gregory, Jay Garfield, Co-directors

Offered Fall 2011

The capstone course consists of a seminar in which a student works closely with a faculty member to design and implement an independent research project. Since we already offer at least one seminar in Buddhist studies each year, collaborative research projects can be carried out in the context of existing courses. If the Buddhist studies concentration reaches (or nearly reaches) a total of 15 students each year, we plan to offer a separate capstone seminar.

Elective Courses

The four elective courses support the student's particular area of interest, distributed across three dimensions: geographic, disciplinary, and level of study. A student should address at least two of the following regions: South Asia, Southeast Asia, East Asia and Western Buddhism; her courses should be drawn from at least two of the following disciplines: religious studies, philosophy, history, anthropology/sociology, art history, comparative literature and the natural sciences; and no more than two of her courses should be at the 100 level. Courses that do not focus specifically on Buddhism (e.g., courses in East Asian literature, Chinese history, Korean culture, South Asian anthropology and American studies) can count toward the concentration if a student does a substantial project related to Buddhism in the course. Courses should be chosen in consultation with the concentration adviser in order to ensure a balance between breadth and coherence.

While languages are not part of the concentration, students are encouraged to study languages of Buddhist countries (particularly in connection with international study and Praxis opportunities), and we note that languages are essential for graduate admission.

A sampling of core courses offered at Smith College in the past two years include:

ARH 224 The Art of Japan

ARH 226 The Art of India

PHI 252 Madhyamaka and Yogacara

PHI 253j Indo-Tibetan Buddhist Philosophy and Hermeneutics

REL 260 Buddhist Thought

REL 263 Zen

REL 264 Buddhist Meditation

REL 265 Colloquium in East Asian Religions: Chinese Religions

REL 266 Buddhism in America

EAS 270 Colloquium in East Asian Studies: Art of Korea

EAS 270 Colloquium in East Asian Studies: Japanese Buddhist Art

REL 270 Buddhism in Pre-modern Japan

REL 271 Japanese Buddhism in the Contemporary World

REL 275 Religious History of India: Ancient to Medieval

REL 276 Religious History of India: Medieval to Modern

REL 282 Violence and Non-violence in South Asian Religions

EAS 279 Colloquium: The Art and Culture of Tibet

PRS 302 Whose Voice? Whose Tongue? The Indian Renaissance and Its Aftermath

PRS 304 Happiness: Buddhist and Psychological Understandings of Personal Well-Being

PHI 330 Seminar in the History of Philosophy: Nagarjuna

REL 360 Problems in Buddhist Thought: The Flowering of Chinese Buddhism

REL 360 Problems in Buddhist Thought: Enlightenment

There are also many Buddhism-related courses offered at Smith College and throughout the Five Colleges.

Practical Learning Experiences

A student is required to take two courses that involve practical learning experiences, including international travel, internships and community service learning. Smith students are already involved in numerous Study Abroad Programs in Buddhist countries, many of which involve independent study projects in the local community. Through the extended local contacts of our faculty, we have also identified a host of intern/Praxis opportunities, including working with nuns in the northern Himalayan region of Ladakh (e.g., the Jamyang Foundation or Gaden Relief project); sharing in the "humanistic Buddhism" of Taiwan (involving medical work, education, orphanages and other social welfare projects); working with Buddhists and government in Japan (the third largest political party in Japan

is Buddhist affiliated), working with socially engaged Buddhists in Thailand, dealing with ecological and political issues; participating/observing projects in monasteries; and, of course, participating in academic projects in Buddhist universities throughout the world. Mongolia, Korea, China, Sri Lanka and other parts of the world less represented in our curriculum offer numerous opportunities, many of which are close to the hearts of our faculty and hence accessible to our students. Interestingly, two of the consistently intertwined themes running through these opportunities are women and women's education.

We also encourage students to pursue community service locally in the numerous Buddhist organizations in the area. These opportunities range from academic (the numerous Buddhist teachers invited to the area) to activist (the Peace Pagoda in Leverett) to ethnographic (working on the SAL project described above) and simply learning while helping (working with the local Khmer community in their local temples, for example).

Environmental Concentration

The mission of the Center for the Environment, Ecological Design and Sustainability (CEEDS) is to graduate women who excel at integrating knowledge in support of environmental decisions and actions. A concentration, which links academic integration with agency and action, is a natural means by which to achieve this mission, and CEEDS will offer an Environmental Concentration with a focus/topic that changes every four years.

From 2011–15, the topic of the environmental concentration will be sustainable food, building on current student and faculty interest in this subject and capitalizing on Smith's location in the heart of the Pioneer Valley. This concentration will enable students and faculty to engage in interdisciplinary explorations of food and the many issues involved in sustainability, such as global food distribution systems, the economics of agriculture, food cultures around the world, agricultural policy and various questions pertaining to gender and food.

Directors: Andrew Guswa, Paul Wetzel

Coordinators: Joanne Benkley, Sarah Loomis

Advisory Board: Nina Antonetti, Landscape Studies; Elisabeth Armstrong, Study of Women and Gender, Environmental Science and Policy; Michelle Joffroy, Spanish and Portuguese, Environmental Science and Policy; Ann Leone, French and Landscape Studies; Nola Reinhardt, Economics

Requirements for the Concentration

The Environmental Concentration: Sustainable Food comprises four components: a gateway course, an academic core, practicum experiences and a capstone course.

1. Gateway Course (choose one)

ENV 100, Environment and Sustainability: Notes From the Field, 1 credit, offered fall 2011

LSS 100, Issues in Landscape Studies, 2 credits, offered spring 2012

2. Academic Core (four courses)

In consultation with their advisers, students will choose four courses from among the many food-related courses offered by the Five Colleges (see below). Chosen courses must span at least two of three divisions (humanities, social sciences, natural sciences and engineering).

3. Practicum Experiences

The concentration requires students to pursue two (2) practicum experiences, which can include internships, projects on campus, and volunteer and paid work.

4. Capstone Course

ENX 301: Environmental Concentration Capstone: Sustainable Food

This course (see below for description) will be offered during the fall of 2012, 2013, 2014 and 2015. Students wishing to pursue the environmental concentration must have clear plans to ensure that they can take this capstone course.

ENX 301 Environmental Concentration Capstone

Topic: Sustainable Food. This capstone course for the Environmental Concentration: Sustainable Food brings together students to work on team-based projects related to sustainable food. Project work will be complemented by lectures, readings, discussions and field trips throughout the Pioneer Valley. Enrollment limited to 15. (E) 4 credits

Paul Wetzel

Offered Fall 2012

Example Courses for the Academic Core offered by the Five Colleges

Amherst College

ANTH 33-01	The Archaeology of Food
ANTH39	The Anthropology of Food
ENST52	Seminar of Sustainable Agriculture
HIST 25-01	The Wild and the Cultivated
PSYC17	Psychology of Food and Eating Disorders

Hampshire College

NS 0114-1	Chemicals in Your Food
NS 239	Agriculture, Food and Health
NS134	Nutritional Anthropology
NS139	Plant and Human Health
NS157	Food, Nutrition and Health
NS217	Agriculture and Human Health
SS151	World Food Crisis
SS154	Food, Health and Law

Mount Holyoke College

ANTHR 216	Special Topics in Anthropology: Food and Bathing Culture in Japan
ANTHR 316	Seminar: Gender, Food and Agriculture in the Global Context
ASIAN 136j	Food in Chinese Culture
ENVST 321	Sustainable Agriculture and Agroecosystems
ENVST 301f	Colloquium Food and Famine in African History
ENVST 301s	Colloquium Food and Famine in African History
GEOG 312s	Seminars: Perspectives on Global Food Issues
GNDST 212s	Women and Gender in Social Science Anthropology of Food and Agriculture
GNDST 333s	Seminar: Gender, Food and Agriculture in the Global Context
HST 01	Food and Famine in African History
HIST 296 02	<i>Topic: African Woman Food/Power</i>
LATAM 389	Agrarian America: Sugar, Cotton, Coffee, Wheat

Smith College

ANT 348	From Maasai to Mongolia: Pastoral Development in the 21st Century
BIO 103	Eco Botany: Plant/Human Affairs
Eco 213	World Food Systems
Eng 119	Writing Roundtable: What's for Dinner? Writing about Food

ESS 150	Nutrition and Health
FYS	Food for Thought
FYS 159	What's in a Recipe
ITL 205-01	Savoring Italy
SWG 230	Feminism and the Fate of the Planet

University of Massachusetts

ANIMLSCI 360	Farm Animal Care and Welfare
Anth 297	Anthropology of Food
FD SCI 102	World Food Habits
FD SCI 261	Food Biotechnology and Nutrition I
FD SCI 265	Survey of Food Science
FD SCI 270	Biology of Food in Human Health
FD SCI 541	Food Chemistry (FD SCI 544 Lab)
FD SCI 542	Food Chemistry
FD SCI 561	Food Processing
FD SCI 567	Food Microbiology (FD SCI 566 Lab)
FD SCI 575	Elements of Food Process Engineering
FD SCI 101	Food and Health
FD SCI 10	World Food Habits
KIN 110	Human Performance and Nutrition
NUTR 230	Basic Nutrition
NUTR 572	Community Nutrition
NUTR 577	Nutritional Problems in the U.S.
Nutritn 190	Nutrition, Culture and Agriculture
PLSOILIN 300	Deciduous Orchard Science
PLSOILIN 305	Small Fruit Production
PLSOILIN 315	Greenhouse Management
PLSOILIN 325	Vegetable Crop Production
PLSOILIN 350	Soil and Crop Management
PLSOILIN 370	Tropical Agriculture
PLSOILIN 390G	Global Food Systems
PLSOILIN 280	Herbs, Spices and Medicinal Plants
PLSOILIN 397C	Community Food Systems
PoliSci 291	The Politics of Food
RES EC 121	World Food: Opportunities and Constraints
RES EC 241	Intro to Food Marketing Economics
RES EC 343	Food Merchandizing
RESECON 241	Food Marketing

Museums Concentration

The museums concentration gives students a foundation in the history of museums and the critical issues they engage. Through a combination of academic course work, practical experience and independent research, students learn about institutions that shape knowledge and understanding through the collection,

preservation, interpretation and display of artworks, artifacts, manuscripts and archives and historic sites. The museums concentration supports the study of material culture within a broad range of scholarly disciplines and allows students to explore areas of professional practice through meaningful connections with museums locally, regionally, nationally and internationally. The museums concentration draws on the educational resource of the Smith College Museum of Art's collection of more than 23,000 original works of art, on the expertise of its professional staff, and on the exceptional academic programs of Smith College and the Five Colleges that support learning in this area. For more information, see www.smith.edu/museums/index.php.

Museums Concentration Advisory Committee

Jessica Nicoll, <i>Director</i>	Dana Leibsohn
Martin Antonetti	Richard Millington
Brigitte Buettner	Ann Musser
Låle Aka Burk	Kiki Smith
Rosetta Cohen	Fraser Stables
David Dempsey	Frazer Ward
Aprile Gallant	

MUX 117j Collecting 101

An introduction to the issues and practical matters of collecting for an institution. This course will allow students to participate in researching and purchasing a work on paper for the Smith College Museum of Art. Through readings and discussions, the class will develop criteria for the acquisition and learn about the history and issues of connoisseurship of the selected medium. Students will also write and present proposals for the acquisition. The purchase decision will be jointly made by students and museum staff. Field trips to other sites will allow students to investigate collecting for historic as well as artistic contexts. Enrollment limited to 15. 2 credits

Jessica Nicoll (Director, Smith College Museum of Art) and Aprile Gallant (Curator of Prints, Drawings and Photographs)

Offered Interterm 2012

Required Courses

MUX 118 The History and Critical Issues of Museums

Through readings and lectures by Smith faculty and guests, we will examine institutions that shape knowledge and understanding through the collection,

preservation, interpretation and display of material culture. We will look at the history of museums, the role of museums in preserving and elucidating our cultural heritage, and such critical issues as the ethics of collection and display and the importance of cultural property rights. We will examine different types of museums, using the Smith College Museum of Art and the Smith Botanic Garden as case studies. The final lecture will consider the future of museums and how they are evolving to meet society's needs. Graded S/I only. 2 credits

Jessica Nicoll, (Director, Smith College Museum of Art)
Offered Fall 2011

MUX 300 Museums Concentration Research Capstone

Required for all seniors pursuing the museums concentration, this seminar provides a forum for students to develop research capstone projects that synthesize their previous course work and practical experiences for the museums concentration. These projects are supplemented by weekly seminar meetings in which students will explore and critique the mission and work of museums and contemporary forces shaping them. Class sections will also provide a forum for progress reports and discussion of individual research projects as well as final presentations. Students must have completed the requirements for the museums concentration (www.smith.edu/museums). Enrollment limited to 15 seniors completing the museums concentration. 4 credits

Jessica Nicoll

Offered Spring 2012

Courses Recommended for Museums Concentration Credit

The following are courses that have been offered over the past several years and are relevant to the Museums Concentration. Consult the course catalogue for current availability. Other courses are eligible with adviser approval.

American Studies

- AMS 221 Colloquium: New England Material Culture, 1860–1940
- AMS 302 Seminar: The Material Culture of New England, 1630–1860
- AMS 411 Exhibiting Culture: An Introduction to Museum Studies in America
(4 credits; open only to members of the Smithsonian Internship Program)

Anthropology

- ANT 135 Introduction to Archaeology
 ANT 234 Culture, Power and Politics
 ANT 249 Visual Anthropology
 ANT 253 Introduction to East Asian Societies and Cultures
 ANT 258 Performing Culture
 ANT 259 Writing Cultures

Art History

All art history courses can count toward the Museums Concentration; the following are recommended selections.

- ARH 101 The Lives of Objects
 ARH 140 Introduction to Art History: Western Traditions
 ARH 260 Art Historical Studies: Museums by Artists
 ARH 292 The Art and History of the Book
 ARH 293 The Artist's Book in the 20th century
 ARH 294 Art History—Methods, Issues, Debates

Studio Art

- ARS 171 Introduction to the Materials of Art

Chemistry

- CHM 100 Perspectives in Chemistry: Chemistry of Art Objects
 CHM 111 Chemistry I: General Chemistry
 CHM 118 Advanced General Chemistry

Classical Languages and Literature

- CLS 215 Discovering Greece Through Material Culture from the Bronze Age to the Hellenistic East
 CLS 227 Classical Mythology

Computer Science

- CSC 106 Introduction to Computing and the Arts

East Asian Languages and Literatures

- EAL 257 Chinese Poetry and Other Arts

Education and Child Study

- EDC 235 Child and Adolescent Growth and Development
 EDC 238 Educational Psychology
 EDC 305 The Teaching of Visual Art in the Classroom
 EDC 325 Teaching the Imaginative—Writing and Art in the Classroom
 EDC 342 Growing Up American: Adolescents and Their Educational Institutions

Film Studies

- FLS 200 Introduction to Film Studies

Geosciences

- GEO 112 Archaeological Geology of Rock Art and Stone Artifacts
 GEO 221 Mineralogy

History

- HST 101 Introduction to Historical Inquiry
 HST 246 Memory and History

History of Science

The history of science offerings change regularly; other relevant courses in this area of study can count toward the museums concentration provided the course is approved by the Museums Concentration Advisory Committee.

- HSC 112 Images and Understanding

Interdepartmental and Extradepartmental Course Offerings

- IDP 105 The Arts Around Us

Philosophy

- PHI 210 Issues in Recent and Contemporary Philosophy: Teaching the Imaginative
 PHI 233 Aesthetics
 PHI 260 Hermeneutics: Meaning and Interpretation

Sociology

- SOC 220 The Sociology of Culture

Selection of Recommended Five College Courses

The following are Five College courses that are recommended for museum concentration credit. Consult current course catalogue availability.

Amherst College*Anthropology*

- ANTH 32-01 Contemporary Anthropology
 ANTH 41-01 Visual Anthropology

Art and Art History

- ARHA 80-01 Museums and Society

German

- GERM 65-01 Making Memorials

History

- HIST 69-01 Public History in the United States
 HIST 81-01 Material Culture: The Victorian Era
 HIST 99-01 Writing the Past

Hampshire College

Cognitive Science

CS 0231-1 Book Reading in Development

Humanities, Arts and Cultural Studies

HACU 0112-1 Investigating Women's Art

HACU 0120-1 The Anatomy of Pictures: Visual Cultures

HACU 0126-1 Introduction to Visual Culture

HACU 0334-1 The Collector: Theory and Practice

Interdisciplinary Arts

IA 0166-1 Introduction to Art Education

Social Science

SS 0203-1 Artivism and the Social Imagination

SS 0237-1 Indigenous Politics

SS 0254-1 Making Landmarks, Doing History

SS 0288-1 Practicing Everyday Politics

Mount Holyoke College

Anthropology

ANTHR 310-01 Visualizing Cultures

University of Massachusetts Amherst

Anthropology

ANTH 397TT ST: Race and the American Museum

Art and Art History

ART 310/1 Visual Arts & Human Development I and II

ART-HIST 782 Museum Studies

History

HIST 659 Public History

Poetry Concentration

Co-directors: Rosetta Marantz Cohen; Susan Van Dyne

The poetry concentration is a course of study designed to allow students to pursue work on and about poetry through a range of different experiences and courses. Through a combination of academic study, practical work, and independent projects, students will gain a deeper understanding of the craft of writing, the business of publication and the dissemination of poetry to others. The poetry concentration supports the study of poetry within a range of scholarly disciplines and

gives students the opportunity to explore areas of professional practice through meaningful connections with local, regional, and national presses, journals, book-arts centers and other sites where poetry is made, critiqued and taught. The concentration draws on the educational resources of the Poetry Center and the Rare Book Room, as well on the unique expertise of poets and artists working both at the college and in the larger Pioneer Valley.

Participation

The poetry concentration will accept up to 12 students annually. Sophomores and juniors are encouraged to apply in the spring of their sophomore or junior year (deadline March 30). Eligible applicants should already have completed two of the courses (including English 112) and one of the internships on an approved list. Applications will be reviewed by the advisory committee of the poetry concentration. Accepted students will be assigned an adviser.

Requirements for the Concentration

1. Gateway courses

PYX 140 The Art and Business of Poetry

A required gateway course for the poetry concentration, this interactive workshop-based course offers a sampling of the diverse components of the concentration. Each daily session will feature faculty members who serve as advisers and may be consultants for the senior capstone projects that may focus in one of these areas: printing poetry, reading poetry, theories and politics of translating poetry, and teaching poetry in the high school classroom. Students will complete a creative exercise and reflection for each day of the course. Enrollment limited to 15 with priority to declared concentrators. Graded S/U only. 1 credit
Offered Interterm 2012

ENG 112 Reading Contemporary Poetry

2. Three electives

These courses must be selected from those approved by the Advisory Committee of the Poetry Concentration. One of these electives must include any 200-level poetry/literature course (literary analysis, not creative writing) in any department

3. Two practical experiences

Course work will be complemented by at least two practical experiences relating broadly to the field of poetry. These may include both internships and paid or volunteer work.

4. Capstone course

PYX 404 Poetry Capstone

The poetry concentration stipulates a senior capstone project integrating the skills and perspectives learned through the electives in the concentration and the internships or practical experiences. Students will complete an independent project under the rubric of a group special studies. For example, students might produce and print a chapbook of their own poetry, create a portfolio of translations, assemble an integrated packet of curriculum materials for teachers of poetry in a particular grade (K–12), or curate an online exhibit of some part of the poetic process, such as drafts. Students will work both with the instructor and their concentration adviser in shaping and implementing the project. 4 credits

Ellen Watson

Offered Spring 2012

This project in the senior year synthesizes the student's previous course work and internship experiences to address a substantive independent project. This work will be conducted primarily as a group independent study, but students will convene monthly to report on their progress.

Five possible foci or strands may be pursued in the Poetry Concentration. These include (1) Poetry Writing, (2) Poetry Translation, (3) Book Arts, (4) The Teaching of Poetry, and (5) a general strand focusing on poetry appreciation across several areas of interest.

The total combined course work will accrue no fewer than 19 credits.

Poetry Concentration Advisory Board:

Annie Boutelle	Cornelia Pearsall
Margaret Bruzelius	Kevin Quashie
Rosetta Cohen	Michael Thurston
Peter Gregory	Susan Van Dyne
Barry Moser	Ellen Watson
Thalia Pandiri	Sujane Wu

South Asia Concentration

The South Asia Concentration focuses on the interdisciplinary study of South Asia. It brings together the perspectives of various areas of study, from art history to economics, to develop a sustained curricular and co-curricular focus on the region of South Asia.

Directors: Jay Garfield, Nalini Bhushan

Smith College Participating Faculty

Elisabeth Armstrong, Payal Banerjee, Leslie Jaffe, Marilyn Rhie, Michael Gorra, Ambreen Hai, Andrew Rotman, Charles Staelin, Margaret Sarkissian

Five College Faculty

Amherst College: Sujani Reddy, Christopher Dole, Lawrence Babb, Maria Heim, Adam Sitze, Krupa Shandilya, Nasser Hussain, Steven Heim, Tariq Jaffer

Hampshire College: Dula Amarasiwardena, Salman Hameed, Talya Kingston, Junko Oba, Vishnupad

Mount Holyoke College: Waquer Ahmed, Ana Croegaert, Kavita Datla, Girma Kebede, Kavita Khory, Susanne Mrozik, Indira Peterson, Ajay Sinha, Amina Steinfels

UMass: Karen Cardozo, Anne T. Ciecko, Ranjana Devi, Michael Hannahan, Asha Nadkarni, Svati Shah

SAX 140 South Asia: An Introduction

This course introduces students to the study of South Asia, the history of the region, the cultures and cultural and cultural productions of South Asia, and the economic, political and religious forces that shape South Asia as well as the impact of South Asian and its diaspora on the contemporary world. It is the gateway course to the South Asia concentration and is required for all concentrators. It is co-taught by all of the Smith faculty associated with the South Asia concentration. Offered first half of the semester only. Graded S/U only. (E) 1 credit

Ambreen Hai

Offered Fall 2011

Requirements for the Concentration

1. Gateway courses

- a) A 1-credit gateway course to be taken together by all concentrators

- b) An additional introductory course either at Smith College or elsewhere in the Five Colleges with a focus on South Asia

2. Additional requirements

- Each student must also take at least:
- a) One course in the general area of visual, literary and performing arts
 - b) One course in philosophy or religious studies
 - c) One course in the social sciences

3. Capstone courses

- a) One advanced seminar in any field addressing South Asia. Possible capstone seminars are marked with an asterisk.
 - b) A 1-credit senior seminar in the Spring, to be taken together by all concentrators.
- Each student is also required to complete two internships or a study abroad and an internship (which may coincide with study abroad).

IDP 320	Seminar on Global Learning: Women's Health of Tibetan Refugees in India
PHI 265	Colloquium: Comparative Indian Philosophy
PHI 330	Seminar in the History of Philosophy: Indian Madhyamaka
PRS 302	The Indian Renaissance and Its Aftermath*

Courses

A sampling of courses offered at Smith College in the past or that are currently being offered are listed below. These include core courses, which count toward the concentration, as well as peripheral courses, which can be taken to supplement the concentration.

Core

ART 360/FLS 370	Bollywood: A Cinema of Interruptions
ART 226	The Art of India
PHI 127	Indian Philosophy
REL 275	Religious History of South Asia: Ancient to Medieval
REL 276	Religious History of India: Medieval and Modern Periods
REL 277	South Asian Masculinities
REL 282	Violence and Nonviolence/South Asia
REL 375	South Asian Religious Literature*

Additional courses

ENG 241	Postcolonial Literature
ENG 266	Lovers, Goddesses, Talking Animals: The Classical Literature of India
ENG 277	Postcolonial Women Writers
EAS 279	Colloquium: The Art and Culture of Tibet
ENG 334	Seminar: Servants in Literature and Film

Dance

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professor

*¹ Rodger Blum, M.F.A., *Chair*

Assistant Professors

**² Lester Torné, B.A., *Director of M.F.A. in Dance*

Chris Aiken, M.F.A.

Angie Hauser, M.F.A.

Five-College Lecturer in Dance

Marilyn Middleton-Sylla

Musician/Lecturer in Dance Technique and Performance

*¹ Mike Vargas, B.A.

Lecturer

Daniel Trenner, M.Ed.

Five College Faculty

Paul Arslanian, B.A. (Lecturer in Dance, University of Massachusetts)

Billbob Brown, M.A. (Associate Professor, University of Massachusetts)

Jim Coleman, M.F.A. *Five College Dance Department, Chair* (Professor, Mount Holyoke College)

Paul Dennis, M.F.A. (Lecturer, University of Massachusetts)

Ranjana Devi (Lecturer, University of Massachusetts, Fine Arts Center)

Charles Flachs, M.A. (Professor, Mount Holyoke College)

Rose Flachs (Professor, Mount Holyoke College)

Terese Freedman, B.A. (Professor, Mount Holyoke College)

Constance Valis Hill, Ph.D. (Five College Associate Professor, Hampshire College)

Peter Jones (Lecturer/Accompanist, Mount Holyoke College)

Daphne Lowell, M.F.A. (Professor, Hampshire College)

Rebecca Nordstrom, M.F.A. (Professor, Hampshire College)

Wendy Woodson, M.A. (Professor, Amherst College)

Teaching Fellows

Melissa Edwards

Rebecca Hite

Eliza Larson

Donna Mejia

Kelly Silliman

Stephanie Simpson

Stephen Ursprung

Catherine Wagner

Autumn Welt

The Five College Dance Department combines the programs of Amherst College, Hampshire College, Mount Holyoke College, Smith College and the University of Massachusetts. The faculty operates as a consortium, coordinating curricula, performances and services. The Five College Dance Department supports a variety of philosophical approaches to dance and provides an opportunity for students to experience a wide spectrum of performance styles and techniques. Course offerings are coordinated among the campuses to facilitate registration, interchange and student travel; students may take a dance course on any of the five campuses and receive credit at the home institution.

Students should consult the Five College Course Schedule (specifying times, locations and new course updates) online at www.fivecolleges.edu/sites/dance.

A. Theory Courses

All Dance Theory Courses: **L {A}** 4 credits

Preregistration for dance theory courses is strongly recommended. Enrollment in dance composition courses is limited to 20 students, and priority is given to seniors, juniors and Five College Dance Department majors. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited.

Dance Composition: Introductory through advanced study of elements of dance composition, including phrasing, space, energy, motion, rhythm, musical forms, character development and personal imagery. Course work emphasizes organizing and designing movement creatively and meaningfully in a variety of forms (solo, duet and group), and using various devices and approaches, e.g., motif and development, theme and variation, text and spoken language, collage and structured improvisation.

151 Elementary Dance Composition

L. **{A}** 4 credits

To be announced

Offered Spring 2012

252 Intermediate Dance Composition

Prerequisite: 151. L. **{A}** 4 credits

To be announced

Offered Fall 2011

353 Advanced Dance Composition

Prerequisite: 252 or permission of the instructor. L. **{A}** 4 credits

To be announced

To be arranged

171 Dance in the 20th Century

This course is designed to present an overview of dance as a performing art in the 20th century, focusing especially on major American stylistic traditions and artists. Through readings, video and film viewing, guest performances, individual research projects, and class discussions, students will explore principles and traditions of 20th-century concert dance traditions, with special attention to their historical and cultural contexts. Special topics may include European and American ballet, the modern dance movement, contemporary and avant-garde dance experimentation, African American dance forms, jazz dance and popular culture dance traditions. L. **{A}** 4 credits

Lester Tomé

Offered Fall 2011

187 Dancers Making Music

Designed for dance students, this course offers direct experience with the relationships between dancing and live music. Classes will consist of making music together in a wide variety of ways. The definition of music will be very broad and inclusive. Sources of sound will include but not be limited to the voice, found objects,

musical instruments and sound recordings. Dancers will also move in the studio with and without music. Discussions and written work with an emphasis on clear language will focus attention on specific principles and topics particularly relevant to dance. Prerequisites: two semesters of dance technique within the last two years. Course may be repeated once for credit. Enrollment limited to 15. **{A}** 2 credits

Mike Vargas

To be arranged

207 Intermediate Repertory

This course offers an in-depth exploration of aesthetic and interpretive issues in dance performance. Through experiments with improvisation, musical phrasing, partnering, personal imagery and other modes of developing and embodying movement material, dancers explore ways in which a choreographer's vision is formed, altered, adapted and finally presented in performance. May be taken twice for credit. **{A}** 2 credits

To be announced

To be arranged

209 Intermediate Repertory

This course offers an in-depth exploration of aesthetic and interpretive issues in dance performance. Through experiments with improvisation, musical phrasing, partnering, personal imagery and other modes of developing and embodying movement material, dancers explore ways in which a choreographer's vision is formed, altered, adapted and finally presented in performance. In this four-credit version, the course requires additional readings and research into broader issues of historical context, genre and technical style. Course work may be developed through existing repertory or through the creation of new work(s). May be taken twice for credit. Audition required. **{A}** 4 credits

To be announced

To be arranged

241 Scientific Foundations of Dance

An introduction to selected scientific aspects of dance, including anatomical identification and terminology, physiological principles and conditioning/strengthening methodology. These concepts are discussed and explored experientially in relationship to the movement vocabularies of various dance styles. Enrollment limited to 20. **{A}** 4 credits

Chris Aiken

Offered Spring 2012

272 Dance and Culture

Through a survey of world dance traditions from both artistic and anthropological perspectives, this course introduces students to dance as a universal human behavior, and to the many dimensions of its cultural practice—social, religious, political and aesthetic. Course materials are designed to provide students with a foundation for the interdisciplinary study of dance in society, and the tools necessary for analyzing cross-cultural issues in dance; they include readings, video and film viewing, research projects and dancing. L **{A}** 4 credits

Mount Holyoke College (Lester Tomé)

Offered Spring 2012

285 Laban Movement Analysis I

Laban Movement Analysis is a system used to describe and record quantitative and qualitative aspects of human movement. Through study and physical exploration of concepts and principles involved in body articulation, spatial organization, dynamic exertion of energy and modes of shape change, students will examine their own movement patterns and preferences. This creates the potential for expanding personal repertoire and developing skills in observation and analysis of the movement of others.

Hampshire College (Rebecca Nordstrom)

Offered Spring 2012

287 Analysis of Music from a Dancer's Perspective

This course provides an overview of essential issues in music and sound as they relate to dancers and choreographers. Particular attention will be paid to rhythm in all its guises, music terminology and categories, personal versus cultural meaning in music and sound, and strategies for finding and making music. There will be a strong emphasis on listening, formulation of clear statements about music, ethical questions regarding collaborating and communicating with musicians, and the differences between working with recorded and live music. The goal will be to develop an open-minded and detailed intelligence about the various relationships between dance and music. Prerequisite: one year of dance technique (recommended for sophomore year or later). Enrollment limited to 15. **{A}** 4 credits

Mike Vargas

Offered Spring 2012

305 Advanced Repertory

This course offers an in-depth exploration of aesthetic and interpretive issues in dance performance. Through

experiments with improvisation, musical phrasing, partnering, personal imagery and other modes of developing and embodying movement material, dancers explore ways in which a choreographer's vision is formed, altered, adapted and finally presented in performance. Audition required. May be taken twice for credit. **{A}** 2 credits

Ballet Repertory

Rodger Blum

Offered Fall 2011

Contemporary Repertory

To be announced

Offered Spring 2012

309 Advanced Repertory

This course offers an in-depth exploration of aesthetic and interpretive issues in dance performance. Through experiments with improvisation, musical phrasing, partnering, personal imagery and other modes of developing and embodying movement material, dancers explore ways in which a choreographer's vision is formed, altered, adapted and finally presented in performance. In its four-credit version, this course requires additional readings and research into broader issues of historical context, genre and technical style. Course work may be developed through existing repertory or through the creation of new work(s). May be taken twice for credit. Prerequisite: advanced technique or permission of the instructor. **{A}** 4 credits

To be announced

To be arranged

377 Advanced Studies in History and Aesthetics

This course will explore a specific idea, concept, period, person or event important in the history or aesthetics of dance. Topics will vary depending on the instructor's research and expertise.

Topic: Interrogating Dance Globalization

Many dance forms have become global expressions practiced far from their birthplaces. Hip-hop, salsa, flamenco, tango, ballet, butoh and bharatanatyam exemplify this trend. This seminar will explore how global dance practices are related to migratory flows, media technology, tourism, imperialism, cultural hybridization, transnational identities, global citizenship and the commodification of cultural products. The course aims to illuminate what globalization entails for the practice and study of dance today: How are dance forms meaningful outside their original culture? How

does globalization affect the authenticity, preservation and ownership of dance traditions? What are the ethical connotations of international crosscurrents that enable not only the appropriation and exploitation of dance heritages but also their fruitful dissemination and hybridization? How does the global circulation of dances reproduce or challenge power relationships between the West and the rest of the world? Within dance, can globalization be reconciled with the articulation of local, regional or national identities? (L) **[A]** 4 credits

Lester Tomé

Offered Spring 2012

Topic: Comparative Studies in Latin American Dance. From a comparative perspective, this seminar will discuss the history and current state of Brazilian capoeira, Argentinean tango, Cuban ballet and Pan-american salsa, seeking to explore how these dance forms embody concepts of race, gender and social class. The course will also analyze how nationalism, transnationalism and globalization shape the practice of these dance forms in Latin America, as well as in areas beyond the region where these expressions are flourishing, such as Europe, Asia and the United States. Three dance lessons on salsa, tango and capoeira will complement the course's theoretical discussions. Prerequisite: DAN 171 or DAN 172 or permission of the instructor. **[A]** 4 credits

Lester Tomé

To be arranged

399 Senior Seminar

Senior seminar is a capstone course designed to integrate dance studies through an individual research or creative project and to articulate critical analysis and feedback for peers. Required for senior dance majors and open by permission to other seniors with a serious interest in dance. **[A]** 4 credits

To be announced

Offered Spring 2012

400 Special Studies

For qualified juniors and seniors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required. May be substituted for DAN 399 with permission of the department. May be taken twice for credit. **[A]** 1 to 4 credits per semester; maximum 8

Members of the department

Offered both semesters each year

B. Production Courses

200 Dance Production

A laboratory course based on the preparation and performance of department productions. Students may elect to fulfill course requirements from a wide array of production related responsibilities, including performance, choreography and stage crew. May be taken four times for credit, with a maximum of two credits per semester. **[A]** 1 credit

Lester Tomé

Offered both semesters

201 Dance Production

Same description as above. May be taken four times for credit, with maximum of two credits per semester. **[A]** 1 credit

Lester Tomé

Offered both semesters

C. Technique Courses

Technique Course Registration Policies

Registration is mandatory. Auditing is not allowed. You may register for the same technique course up to three times for credit.

Non-majors are allowed 12 credits of technique (6 courses) for credit. After 12 credits, courses will still appear on your transcript but the grade will not average into your GPA. You must continue to register for all technique courses.

Dance majors are allowed 20 credits of technique (10 courses) for credit. After 20 credits, courses will still appear on your transcript but the grade will not average into your GPA. You must continue to register for all technique courses. If you wish to receive credit for technique courses beyond your limit, please speak to a faculty member about designing a special studies course.

For a complete list of studio courses offered on the other four campuses, please consult the Five College Dance Department schedule online at www.fivecolleges.edu/sites/dance.

Technique courses receive two credits. Preregistration for dance technique courses is strongly recommended. Enrollment is often limited to 25 students, and priority is given to seniors, juniors and Five College Dance Department majors. Normally, students must

take these two-credit courses in addition to a full course load. Technique courses will also require outside reading, video and film viewings or concert attendance. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited. Placement exams for advanced levels will be held the first weeks of classes.

119 Beginning Contact Improvisation

A duet form of movement improvisation. The technique will focus on work with gravity, weight support, balance, inner sensation and touch, to develop spontaneous fluidity of movement in relation to a partner. Enrollment limited to 10. May be repeated once for credit. Offered in conjunction with DAN 219. **{A}** 2 credits

Chris Aiken

Offered both semesters

137 Tap I

Introduction to the basic tap dance steps, with general concepts of dance technique. Performance of traditional tap step patterns and short combinations. Enrollment limited to 15. **{A}** 2 credits

Catherine Wagner

Offered Fall 2011

237 Tap II

Refinement of performance of tap dance steps, with increasing complexity and length of dance sequences learned. Emphasis will be on clarity of rhythm and body coordination while working on style and expression. Prerequisite: Tap I or permission of the instructor. Enrollment limited to 15. **{A}** 2 credits

To be announced

To be arranged

218 Floor Barre Technique

This course combines classical and modern principles in a basic series performed on the floor. It is designed to help dance students achieve a more consistent technical ability through added strength, stretch and development of fluid transition. Prerequisite: two semesters of ballet or modern dance technique. Enrollment limited to 20. **{A}** 2 credits

Rodger Blum

To be arranged

219 Intermediate Contact Improvisation

A duet form of movement improvisation. The technique will focus on work with gravity, weight support,

balance, inner sensation and touch, to develop spontaneous fluidity of movement in relation to a partner. Prerequisite: at least one previous dance technique course or permission of the instructor. Enrollment limited to 10. Offered in conjunction with DAN 119. **{E}**

{A} 2 credits

Chris Aiken

Offered both semesters

Techniques

Contemporary: Introductory through advanced study of contemporary dance techniques. Central topics include refining kinesthetic perception, developing efficient alignment, increasing strength and flexibility, broadening the range of movement qualities, exploring new vocabularies and phrasing styles, and encouraging individual investigation and embodiment of movement material.

113 Contemporary Dance I

L **{A}** 2 credits

Stephen Ursprung, Fall 2011

To be announced, Spring 2012

Offered both semesters each year

114 Contemporary Dance II

For students who have taken Contemporary Dance I or the equivalent. L **{A}** 2 credits

Rebecca Hile, Fall 2011

To be announced, Spring 2012

Offered both semesters each year

215 Contemporary Dance III

Prerequisite: 113 and a minimum of one year of contemporary dance study. L **{A}** 2 credits

Angie Hauser

Offered Fall 2011

216 Contemporary Dance IV

Prerequisite: 215. L **{A}** 2 credits

Angie Hauser

Offered Spring 2012

317 Contemporary Dance V

By audition/permission only. Prerequisite: 216. L and P **{A}** 2 credits

Angie Hauser

Offered Fall 2011

318 Contemporary Dance VI

Audition required. Prerequisite: 317. L and P {A}

2 credits

Angie Hauser

Offered Spring 2012

Ballet: Introductory through advanced study of the principles and vocabularies of classical ballet. Class is composed of three sections: Barre, Center and Allegro. Emphasis is placed on correct body alignment, development of whole body movement, musicality and embodiment of performance style. Pointe work is included in class and rehearsals at the instructor's discretion.

120 Ballet I

L {A} 2 credits

Section 01: *Eliza Larson*, Fall 2011

Section 02: *Autumn Welt*, Fall 2011

To be announced, Spring 2012

Offered both semesters each year

121 Ballet II

For students who have taken Ballet I or the equivalent.

L {A} 2 credits

Kelly Silliman, Fall 2011

To be announced, Spring 2012

Offered both semesters each year

222 Ballet III

Prerequisite: 121 or permission of the instructor. L.

{A} 2 credits

Rodger Blum

Offered Fall 2011

223 Ballet IV

L {A} 2 credits

Rodger Blum

Offered Spring 2012

324 Ballet V

By audition/permission only. L {A} 2 credits

Rodger Blum

Offered Fall 2011

325 Ballet VI

By audition/permission only. L {A} 2 credits

Rodger Blum

Offered Spring 2012

Jazz: Introductory through advanced jazz dance technique, including the study of body isolations, movement analysis, syncopation and specific jazz dance traditions. Emphasis is placed on enhancing musical and rhythmic phrasing, efficient alignment, performance clarity in complex movement combinations and the refinement of performance style.

130 Jazz I/HipHop

Combined enrollment 130/131 limited to 30.

{A} 2 credits

Melissa Edwards, Fall 2011

To be announced, Spring 2012

Offered both semesters each year

131 Jazz II/HipHop

For students who have taken Jazz I or the equivalent.

Combined enrollment 130/131 limited to 30.

{A} 2 credits

Autumn Welt, Fall 2011

To be announced, Spring 2012

Offered both semesters each year

232 Jazz III/HipHop

Further examination of jazz dance principles. L

{A} 2 credits

Stephanie Simpson

Offered Fall 2011

233 Jazz IV/HipHop

Emphasis on extended movement phrases, complex musicality and development of jazz dance styles. L

{A} 2 credits

To be announced

Offered Spring 2012

334 Jazz V/HipHop

Advanced principles of jazz dancing. By audition/permission only. L {A} 2 credits

To be announced

To be arranged

335 Jazz VI/HipHop

Advanced principles of jazz dancing. By audition/permission only. L {A} 2 credits

To be announced

To be arranged

Cultural Dance Forms I and II: Cultural Dance Forms presents differing dance traditions from specific geo-

graphical regions or distinct movement forms that are based on the fusion of two or more cultural histories. The forms include social, concert, theatrical and ritual dance and are framed in the cultural context of the identified dance form. These courses vary in levels of technique—beginning and intermediate (I), and intermediate and advanced (II)—and focus accordingly on movement fundamentals, integration of song and movement, basic through complex rhythms, perfection of style, and ensemble and solo performance when applicable.

142 West African Dance I

This course introduces African dance, music and song as a traditional mode of expression in various African countries. It emphasizes appreciation and respect for African culture and its profound influence on American culture and art. Enrollment limited to 30. **[A]** 2 credits
Marilyn Middleton Sylla

Offered Fall 2011, Spring 2012

144 Tango

Argentine Tango is the sensual and elegant social dance of the city of Buenos Aires, which is experiencing a worldwide revival. Class will include the movements, the steps, the history and anecdotes about the culture of Tango. We will cover traditional and modern forms. All dancers will learn lead and follow, so you do not need a partner. Wear leather-soled dance shoes or bring socks. Enrollment limited. **[A]** 2 credits

Daniel Trenner

Offered Fall 2011

147 Tribal Fusion I

Tribal Fusion is rooted in the nomadic dance tradition of North Africa, the Middle East and Asia. The form has strong roots in women's styles of Arabic folk dance, and the vocabulary includes the influences of Rom (Gypsy) dance styles from India to Europe, Spanish, Flamenco, African Tribal forms, and more recently, American Hip Hop, Punk and Gothic cultures. Enrollment limited to 30. **[A]** 2 credits

Donna Mejia

Offered Fall 2011, Spring 2012

148 Beginning Social Dance I

This course for beginners will introduce students to ballroom dance, focusing on technique, alignment, styling, rhythm and musicality. The course will cover both Latin (Rhythm) and Smooth dances—Salsa,

Cha-Cha, Waltz, Tango and Rumba—as well as other popular current forms. (E) **[A]** 2 credits

Kelly Silliman

Offered Fall 2011

149 Salsa Dance

Lester Tomé

Offered Fall 2011

242 West African II

This course is an exploration of the various dance styles, forms and symbols attributed to the classical societies of Western Africa. The course will focus on those dances whose origins are (historically) found in the Old Mali Empire (i.e., Mali, Senegal, the Gambia, and Guinea) as well as Nigeria and Ghana. It will specifically examine the dance styles of the Serer, Lebou, Djiolla, Bambara, Wolof, Sauce, Malinke, Manding, Yoruba and Twi peoples of these regions. Enrollment limited to 25. **[A]** 2 credits

Marilyn Middleton Sylla

Offered Fall 2011, Spring 2012

244 Tango II

PENDING CAP APPROVAL

This class is open to people who have completed the 100 level Tango course, or who already have competence in social Tango from previous study. We will continue and deepen the study of Tango as a social dance form, while also being introduced to Tango's performance vocabulary. We will remain focused on the lead and follow "voices" of Tango's iconic archetypes, and study Tango's styles, in both traditional and nuevo (emerging) contexts. The class will also study the creation and organization of Tango dance communities. A partner is not necessary. Wear leather-soled dance shoes or bring socks. Enrollment is limited to 20. **[A]** 2 credits

Daniel Trenner

Offered Spring 2012

247 Tribal Fusion II

Tribal Fusion is rooted in the nomadic dance tradition of North Africa, the Middle East and Asia. The form has strong roots in women's styles of Arabic folk dance, and the vocabulary includes the influences of Rom (Gypsy) dance styles from India to Europe, Spanish, Flamenco, African Tribal forms, and more recently, American Hip Hop, Punk and Gothic cultures. Level II focuses on increasing precision, complexity, speed and layering of multiple movements. Enrollment limited to 30.

Permission of the instructor required. Prerequisite: DAN 147 Tribal Fusion I. P **(A)** 2 credits

Donna Mejia

Offered Spring 2012

D. The Major

Bachelor of Arts in Contemporary Dance Studies

Advisers: Rodger Blum, Lester Tomé

The dance major at Smith is offered through the Five College Dance Department and culminates in a bachelor of arts degree from Smith College. It is designed to give a student a broad view of dance in preparation for a professional career or further study. Students are exposed to courses in dance history and culture, creative and aesthetic studies, scientific aspects of dance, the language of movement, and dance technique and performance. A dancer's instrument is her body, and it must be trained consistently; at least five dance technique courses are required for the B.A. (Ten are allowed for credit toward the GPA.) Students should reach intermediate or advanced level in at least one form. A single level of technique courses may be taken for credit up to three semesters. Advanced technique courses (Levels V and VI) require a placement exam. A minimum of 48 credit hours are required for the major. Students may substitute no more than one course from another department to fulfill a dance major requirement. Substitute courses must be approved by the dance department faculty.

History Dance in the 20th Century (DAN171) and Dance and Culture (DAN 272) serve as the introduction to the major. At the advanced level there is Advanced Studies in History and Aesthetics (DAN 377) with rotating topics. These courses all examine the dance itself and its cultural context.

Creative and Aesthetic Studies (DAN 151, 252, 353, 209 and 309) This sequence of courses begins with the most basic study of dance composition—space, time, and energy—and focuses on tools for finding and developing movement. The second- and third-level courses develop the fundamentals of formal choreography and expand work in the manipulation of spatial design, dynamics, phrasing, rhythm, content and ac-

companiment. The movement materials that a student explores are not limited to any particular style. This sequence also includes four-credit Repertory courses at the intermediate and advanced level.

Scientific Aspects of Dance (DAN 241, 342) These courses are designed to develop the student's personal working process and her philosophy of movement. The student studies selected aspects of human anatomy, physiology, biomechanics and their relationships to various theories of technical study.

Language of Movement (DAN 285) Courses in this area train students to observe, experience and notate qualitative aspects of movement (Laban Movement Analysis) and to quantitatively perceive and record movement (Labanotation).

Music for Dancers (DAN 287) Sharpens understanding of music fundamentals and makes these applicable to dance.

Major Course of Study Students in the Bachelor of Arts in Contemporary Dance are urged to pursue a breadth of study in their technique courses and, in consultation with their adviser, make connections to other arts departments.

Requirements

Theory: Must take each of the following:

- 151 Elementary Dance Composition
 - 171 Dance in the 20th Century
 - 241 Scientific Foundations of Dance
 - 252 Intermediate Dance Composition
 - 272 Dance and Culture
 - 287 Analysis of Music from a Dancer's Perspective
- or**
- 285 Laban Movement Analysis I
 - 200 Dance Production
 - 201 Dance Production (may be taken for performance credit after taking DAN 200)

Five dance technique courses are required for the B.A. (Ten are allowed for credit toward the GPA.) B.A. students must explore at least two courses in two technique forms for credit. Students should reach intermediate or advanced level in at least one form. A single level of technique courses may be taken for credit up to three semesters. Advanced technique courses (Levels V and VI) require a placement exam.

Advanced Theory (Choose at least two)

- 305 Advanced Repertory (taken twice)
- 309 Advanced Repertory
- 342 Scientific Foundations of Dance II
- 353 Advanced Dance Composition
- 377 Advanced Studies in History and Aesthetics
- 400 Special Studies (Choreography or Research)

A thesis project is required in the student's senior year in choreography or research. If offered, students will take the seminar course. Otherwise, an independent project with an adviser will be designed. Students are encouraged to speak with their major adviser about an honors thesis. This conversation should begin at the end of the junior year. Students may count a total of only four credits in advanced repertory toward the major.

Senior Thesis

- 399 Senior Seminar in Dance (Choreography or Research)

Honors**430d Honors Project**

8 credits

Full-year course; Offered each year

431 Honors Project

8 credits

Offered each Fall

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

E. The Minor in Contemporary Dance Studies

Advisers: Members of the Smith College Department of Dance. A minimum of 27 credit hours are required for the minor.

Required Courses

- 151 Elementary Dance Composition
- 171 Dance in the 20th Century
- 241 Scientific Foundations of Dance

- 272 Dance and Culture
- 287 Analysis of Music from a Dancer's Perspective
- or**
- 285 Laban Movement Analysis
- 200 Dance Production
- 113–335 Dance Technique: at least three two-credit technique courses

No courses from another department may substitute for a dance minor requirement.

F. Five College Courses

Students should consult the Five College Dance Department course schedule (specifying times, locations and new course updates) online at www.fivecolleges.edu/dance/schedule.html.

G. Graduate: M.F.A. Program

Director: Lester Tomé

"P" indicates that permission of the instructor is required.

510 Theory and Practice of Dance IA

Studio work in dance technique, including contemporary, ballet, tap, cultural dance and jazz. Eight to 10 hours of studio work and weekly seminars. P. 5 credits

Lester Tomé, Fall 2011

Rodger Blum, Spring 2012

Offered both semesters each year

520 Theory and Practice of Dance IIA

Studio work in dance technique and weekly seminars. Prerequisite: 510. P. 5 credits

Lester Tomé, Fall 2011

Rodger Blum, Spring 2012

Offered both semesters each year

521 Choreography as a Creative Process

Advanced work in choreographic design and related production design. Study of the creative process and how it is manifested in choreography. Prerequisite: two semesters of choreography. 5 credits

Angie Hauser

Offered Fall 2011

540 History and Literature of Dance

Emphasis will include in-class discussion and study of dance history and dance research, current research methods in dance, and the use of primary and secondary source material. Students will complete a dance history research paper on a topic of their choice. Prerequisite: two semesters of dance history. 5 credits

Lester Tomé

Offered Fall 2012

553 Choreography by Design

This class will examine and engage the choreographic process through a study of the interaction of expressive movement with concrete and abstract design ideas. Choreographic ideas developed in this class will be based on the premise that design elements can be used as source material for choreographic intent. In addition to studies and projects, weekly writings will be assigned. Prerequisites: two semesters of choreography (or equivalent), familiarity with basic music theory, and course work in theatrical production (or equivalent). 5 credits

Rodger Blum

Offered Spring 2013

560 Scientific Principles in the Teaching of Dance

This course is designed to assist graduate students as they teach dance technique. The principles of anatomy, injury prevention and rehabilitation, and nutrition are examined in relation to fundamentals of dance pedagogy; expressive dance aesthetics are examined formally within a context of current body science. Through analysis of body alignment, safe and efficient movement patterns, and proper nutritional needs, students learn methods that increase efficiency, clarity, strength and coordination and that ultimately achieve desired aesthetic goals. Course work includes lectures, experiential application and computer analyses to reinforce a rigorous understanding of the scientific principles and body mechanics that are observed within dance performance as well as in excellent teaching of dance. Prerequisite: DAN 241 or the equivalent. **[A]**

5 credits

Terese Freedman

Offered Spring 2012

590 Research and Thesis

Production project. 5 credits

Lester Tomé and Rodger Blum

Offered both semesters each year

591 Special Studies

5 credits

Offered both semesters each year

East Asian Languages and Literatures

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

Thomas Rohlich, Ph.D.

^{†1} Maki Hirano Hubbard, Ph.D.

Associate Professor

Kimberly Kono, Ph.D., *Chair*

Assistant Professor

Sujane Wu, Ph.D.

Senior Lecturer

Yuri Kumagai, Ed.D.

Lecturers

Yalin Chen, M.A.

Jing Hu, M.A.

Suk Massey, C.A.G.S.

Atsuko Takahashi, M.S. Ed.

Ling Zhao, M.A.

Participating Faculty

^{†1} Sabina Knight, Ph.D. (Associate Professor,
Comparative Literature)

The Department of East Asian Languages and Literatures offers a major in East Asian Languages and Cultures with concentrations in China or Japan, and a minor in East Asian Languages and Literatures with concentrations in China, Japan or Korea. Students planning on spending their junior year abroad should consult the department concerning the list of courses to be credited toward the major or minor and must seek final approval for the courses upon their return.

Courses in English

FYS 123 From Edo to Tokyo: Images of Japan's Modern Capital

How has the image of Tokyo changed over the course of the 20th and 21st centuries? What do the various portrayals of this modern metropolis tell us about Japan in national, regional and international contexts? By looking at representations of Japan's modern capital in fiction, film, travel writing, anime and other forms of popular culture, we will examine the significance of this urban space in different cultural, literary and

political dialogues. Enrollment limited to 16 first-year students. (E) WI 4 credits

Kimberly Kono (East Asian Languages & Literatures)

Offered Fall 2011

EAL 231 The Culture of the Lyric in Traditional China

The definition of "lyric" in the Chinese tradition is the natural, direct expression and reflection of one's inner spirit as a result of a unique encounter with the external world. Through close, careful readings of folk songs, lyric poems, prose and excerpts from a novel and a drama, students will inquire into how the spiritual, philosophical and political concerns dominating the poets' milieu shaped the lyric language through the ages. In addition to an introduction to masterworks of the Chinese lyric tradition from its oral beginnings through the Qing dynasty, we will mainly focus on the subject of plants and flowers in Chinese literature and will collaborate with Smith Botanic Garden in Fall 2011. All readings are in English translation. {L} 4 credits

Sujane Wu

Offered Fall 2011

EAL 237 Chinese Poetry and the Other Arts

Poetry, painting, calligraphy and other visual and plastic arts are ways of expressing oneself and forms of communication. Through comparative study of the theoretical and practical interaction of Chinese poetry with other arts, we will explore the relationships between the arts and the issues, such as how poetry and other arts are inextricably linked; what makes a painting a poem—a silent poem—and a poem a lyrical painting; and what and why Chinese write on their paintings. Students will create a class installation in the teaching gallery based on the museum's collections of Chinese paintings. All readings are in English translation. This course will collaborate with the Smith College Museum of Art in Spring 2012. **[L]** 4 credits

Sujane Wu

Offered Spring 2012

EAL 241 Literature and Culture in Premodern Japan: Court Ladies, Wandering Monks and Urban Rakes

A study of Japanese literature and its cultural roots from the eighth to the 19th century. The course will focus on enduring works of the Japanese literary tradition, along with the social and cultural conditions that gave birth to the literature. All readings are in English translation.

[L] 4 credits

Thomas Roblich

Offered Fall 2011

EAL 242 Modern Japanese Literature

A survey of Japanese literature from the late 19th century to the present. Over the last century and a half, Japan has undergone tremendous change: rapid industrialization, imperial and colonial expansion, occupation following its defeat in the Pacific War, and emergence as a global economic power. The literature of modern Japan reflects the complex aesthetic, cultural and political effects of such changes. Through our discussions of these texts, we will also address theoretical questions about such concepts as identity, gender, race, sexuality, nation, class, colonialism, modernism and translation. All readings are in English translation. **[L]** 4 credits

Kimberly Kono

Offered Spring 2012

EAL 248 *The Tale of Genji* and *The Pillow Book*

A study of the two most famous literary works of Heian (784–1185) Japan, both written by ladies-in-waiting to rival consorts of the emperor. Although radically different in form and content, *The Tale of Genji* by Murasaki Shikibu and *The Pillow Book* by Sei Shōnagon are

considered to be two of the greatest pieces of Japanese literature, and they provide insight into the court at a time when women played a major role in society and the arts. Open to all sophomores, juniors and seniors. Readings in English translation. **[L]** 4 credits

Thomas Roblich

Offered Spring 2012

EAL 360 Seminar: Topics in East Asian Languages and Literatures*Literature, Art and Culture in Edo Japan*

This seminar will focus on the development and interrelationship of literature, art and culture in the Edo period (1600–1868). We will examine the historical and cultural contexts that gave rise to the literary and material arts of Edo Japan. Sections will be devoted to the culture of the pleasure quarters, the theater (Bunraku, Noh and Kabuki), poetry (linked verse and haiku), the development of aesthetic circles (za no bungei), and the literary arts in the great urban centers of Kyoto, Osaka and Edo (Tokyo). The seminar will make frequent use of a special exhibit on Edo art planned for the Smith College Museum of Art in Spring 2012: "In Search of Beauty: Art of the Edo Period." Prerequisite: Permission of the instructor. **[L]** 4 credits

Thomas Roblich

Offered Spring 2012

The Dream of the Red Chamber

The Dream of the Red Chamber is the most studied of all the novels in Chinese literature, and scholarship on the novel now forms its own "Red School." In modern times, the novel has also been frequently transformed into TV drama series, movies, plays, operas and dance performances. In this seminar, we will finish reading the novel's 120 chapters and study the novel's representations of both popular and high culture, from traditional society, arts and poetry to gardening, clothing, food and other everyday customs. We will particularly explore the interplay of illusion (dream) and reality, love and enlightenment displayed in the novel. Prerequisite: permission of the instructor. **[L]** 4 credits

Sujane Wu

Offered Spring 2012

EAL 400 Special Studies

For students engaged in independent projects or research in connection with Japanese, Chinese or Korean language and literature. 2 to 4 credits
Offered both semesters each year

East Asian Language Courses

A language placement test is required prior to registration for students who have previously studied the language. With the instructor's permission, advanced language courses (CHI 350, CHI 351, JPN 350, JPN 351) may be repeated when the content changes.

A grade of C or higher in the preceding level is required to enter a second-level East Asian language course.

Chinese Language

CHI 110 Chinese I (Intensive)

An intensive introduction to spoken Mandarin and modern written Chinese, presenting basic elements of grammar, sentence structures and active mastery of the most commonly used Chinese characters. Emphasis on development of oral/aural proficiency, pronunciation and the acquisition of skills in reading and writing Chinese characters. 5 credits

Yalin Chen, Jing Hu, To be announced

Offered each Fall

CHI 111 Chinese I (Intensive)

A continuation of 110. Prerequisite: CHI 110 or permission of the instructor. {F} 5 credits

Jing Hu, Yalin Chen

Offered each Spring

CHI 220 Chinese II (Intensive)

Continued emphasis on the development of oral proficiency and functional literacy in modern Mandarin. Conversation and narrative practice, reading exercises, short composition assignments and work with audiovisual materials. Prerequisite: 111 or permission of the instructor. {F} 5 credits

Ling Zhao, Jing Hu

Offered each Fall

CHI 221 Chinese II (Intensive)

A continuation of 220. Prerequisite: CHI 220 or permission of the instructor. {F} 5 credits

Yalin Chen, Jing Hu

Offered each Spring

CHI 301 Chinese III

Building on the skills and vocabulary acquired in Chinese II, students will learn to read simple essays on topics of common interest, and will develop the ability to understand, summarize and discuss social issues in contemporary China. Readings will be supplemented by audiovisual materials. Prerequisite: 221 or permission of the instructor. {F} 4 credits

Ling Zhao

Offered each Fall

CHI 302 Chinese III

Introduction to the use of authentic written and visual documents commonly encountered in China today, with an emphasis on television news broadcasts and newspaper articles. Exercises in composition as well as oral presentations will complement daily practice in reading and listening comprehension. Prerequisite: 301 or permission of the instructor. {F} 4 credits

Ling Zhao

Offered each Spring

CHI 350 Advanced Readings in Chinese: Modern Literary Texts

Development of advanced proficiency in four skills through the study and discussion of selected modern Chinese literary and cinematic texts. Students will explore literary expression in original works of fiction, including short stories, essays, novellas and excerpts of novels as well as screenplays. Prerequisite: CHI 302 or permission of the instructor. With the instructor's permission, advanced language courses may be repeated when the content changes. {F} 4 credits

Sujane Wu

Offered each Fall

CHI 351 Advanced Readings in Chinese: Modern and Contemporary Texts

This course mainly focuses on readings of cultural, political and social import. Through the in-depth study and discussion of modern and contemporary texts and essays drawn from a variety of sources, students will develop advanced reading, writing and discussion skills in Chinese and increase their understanding of modern and contemporary China. Prerequisite: 302 or permission of the instructor. With the instructor's permission, advanced language courses may be repeated when the content changes. {F} 4 credits

Ling Zhao

Offered each Spring

Japanese Language

JPN 110 Japanese I (Intensive)

An introduction to spoken and written Japanese. Emphasis on the development of basic oral proficiency, along with reading and writing skills. Students will acquire knowledge of basic grammatical patterns, strategies in daily communication, *hiragana*, *katakana* and about 90 *Kanji*. Designed for students with no background in Japanese. {F} 5 credits

Atsuko Takabashi

Offered each Fall

JPN 111 Japanese I (Intensive)

A continuation of 110. Development of utilization of grammar and fluency in conversational communication. About 150 more *Kanji* will be introduced for reading and writing. Prerequisite: JPN 110 or permission of the instructor. {F} 5 credits

Atsuko Takabashi, To be announced

Offered each Spring

JPN 220 Japanese II (Intensive)

Course focuses on further development of oral proficiency, along with reading and writing skills. Students will attain intermediate proficiency while deepening their understanding of the social and cultural context of the language. Prerequisite: 111 or permission of the instructor. {F} 5 credits

Yuri Kumagai, Kimberly Kono

Offered each Fall

JPN 221 Japanese II (Intensive)

A continuation of 220. Prerequisite: JPN 220 or permission of the instructor. {F} 5 credits

Yuri Kumagai, To be announced

Offered each Spring

JPN 301 Japanese III

Development of high intermediate proficiency in speech and reading through study of varied prose pieces and audiovisual materials. Prerequisite: 221 or permission of the instructor. {F} 4 credits

Yuri Kumagai

Offered each Fall

JPN 302 Japanese III

A continuation of 301. Prerequisite: 301 or permission of the instructor. {F} 4 credits

Yuri Kumagai

Offered each Spring

JPN 350 Contemporary Texts

Study of selected contemporary texts including literature and journalism from print and electronic media. Focus will be on developing reading and discussion skills in Japanese using original materials, and on understanding various aspects of modern Japan through its contemporary texts. Prerequisite: JPN 302 or permission of the instructor. With the instructor's permission, advanced language courses may be repeated when the content changes. {F} 4 credits

Thomas Roblich

Offered Fall 2011

Korean Language

KOR 101 Korean I

An introduction to spoken and written Korean. Emphasis on oral proficiency with the acquisition of basic grammar, reading and writing skills. This course is designed for students with little or no background in Korean. {F} 4 credits

Suk Massey

Offered each Fall

KOR 102 Korean I

A continuation of 101. Prerequisite: KOR 101 or permission of the instructor. Enrollment limited to 15.

{F} 4 credits

Suk Massey

Offered each Spring

KOR 201 Korean II

This course places equal emphasis on oral/aural proficiency, grammar and reading and writing skills. Various aspects of Korean society and culture are presented with weekly visual materials. Prerequisite: KOR 102 or permission of the instructor. {F} 4 credits

Suk Massey

Offered each Fall

KOR 202 ASIANS 297B Korean II

A continuation of 201. Prerequisite: KOR 201 or permission of the instructor. Enrollment limited to 15.

{F} 4 credits

To be announced

To be arranged Spring 2012 at UMass

KOR 301 ASIANS 397C Korean III

Continued development of speaking, listening, reading and writing, with more advanced grammatical points

and vocabulary. Korean proverbs and Chinese characters are introduced. KOR 202 or permission of the instructor. **[F]** 4 credits

To be announced

Offered Fall 2011 at UMass

KOR 302 Korean III

A continuation of 301. Prerequisite: 301 or permission of the instructor. **[F]** 4 credits

To be announced

Offered Spring 2012 at UMass

The Major in East Asian Languages and Cultures

Prerequisites: The first year of Chinese (CHI 110 and 111) or Japanese (JPN 110 and 111) is a prerequisite for admission to the major. A language placement test is required prior to registration for students who have previously studied the language.

Advisers: Members of the department

Requirements: Students are expected to concentrate in China or Japan and take a total of 11 courses (46 credits), distributed as follows:

1. Language

- a. Second-year language courses (10 credits): JPN 220 and 221 or CHI 220 and 221 (2 courses). Third-year language courses (8 credits): JPN 301 and 302 or CHI 301 and 302 (2 courses). In consultation with her adviser, a student whose proficiency places her beyond the third year must substitute advanced language or literature courses for this requirement.

2. Literature

- a. At least three EAL courses (12 credits) in the literature or culture of the student's concentration, including a departmental seminar. Students concentrating on China are strongly encouraged to take EAL 231 and 232, and they must take at least one of these two courses. Students focusing on Japan are strongly encouraged to take EAL 241 and 242, and they must take at least one of these courses.
- b. At least one course (4 credits) focusing principally on the literature of another East Asian country.

Electives

Three additional courses (12 credits) may be chosen from other advanced language or literature courses in the department or, at the recommendation of the adviser, from related courses in other departments.

Of the 11 required courses, no more than five normally should be taken in other institutions, such as Five Colleges, Study Abroad programs or summer programs. Students should consult their advisers prior to taking such courses. S/U grading options are not allowed for courses counting toward the major. Students with native fluency of a language are encouraged to take another East Asian language.

Advanced Language Courses

CHI 310	Readings in Classical Chinese Prose and Poetry
CHI 350	Advanced Readings in Chinese: Modern Literary Texts
CHI 351	Advanced Readings in Chinese: Modern and Contemporary Texts
JPN 350	Contemporary Texts I
JPN 351	Contemporary Texts II

Courses taught in English

FYS 116	Kyoto Through the Ages
FYS 123	From Edo to Tokyo: Images of Japan's Modern Capital
FYS 145	Eighteen in Two Cultures
PRS 316	Revising the Past in Chinese Literature and Film
EAL 231	The Culture of the Lyric in Traditional China
EAL 232	Modern Chinese Literature
EAL 236	Modernity: East and West
EAL 237	Chinese Poetry and the Other Arts
EAL 238	Literature from Taiwan
EAL 239	Contemporary Chinese Women's Fiction
EAL 240	Japanese Language and Culture
EAL 241	Literature and Culture in Premodern Japan
EAL 242	Modern Japanese Literature
EAL 243	Japanese Poetry in Cultural Context
EAL 244	Construction of Gender in Modern Japanese Women's Writing
EAL 245	Writing, Japan and Otherness
EAL 248	<i>The Tale of Genji</i> and <i>The Pillow Book</i>
EAL 261	Major Themes in Literature: East-West Perspectives (topic course)
EAL 360	Seminar: Topics in East Asian Languages and Literatures (topic course)

CLT 260 Health and Illness: Literary Explorations
 EAL 400 Special Studies

Honors

Director: Thomas Rohlich

430d Honors Project

(8 credits)

Full-year course; Offered each year

431 Honors Project

8 credits

Offered each Fall

Please consult the director of honors for specific requirements and application procedures.

The Minor in East Asian Languages and Literatures

Advisers: Members of the department

The course requirements are designed so that a student will concentrate on one of the East Asian languages, but will have the option of being exposed to the other courses in the department.

Prerequisite: The first year of Chinese (CHI 110 and 111), Japanese (JPN 110 and 111) or Korean (KOR 101 and 102) is a prerequisite for admission.

Requirements: A total of six courses in the following distribution, no more than three of which shall be taken in other institutions. Students should consult the department prior to taking courses in other institutions. The S/U grading option is allowed for only one course counting toward the minor.

1. Chinese II (CHI 220 and 221), Japanese II (JPN 220 and 221) (10 credits) or Korean II (KOR 201 and 202). (8 credits)
2. Four courses, at least two of which must be EAL courses, chosen from the following:

- | | |
|---------|---|
| CHI 301 | Chinese III |
| CHI 302 | Chinese III (a continuation of 301) |
| CHI 310 | Readings in Classical Chinese Prose and Poetry |
| CHI 350 | Advanced Readings in Chinese: Modern Literary Texts |
| CHI 351 | Advanced Readings in Chinese: Modern and Contemporary Texts |
| CLT 260 | Health and Illness: Literary Explorations |
| EAL 231 | The Culture of the Lyric in Traditional China |
| EAL 232 | Modern Chinese Literature |
| EAL 236 | Modernity: East and West |
| EAL 237 | Chinese Poetry and the Other Arts |
| EAL 238 | Literature from Taiwan |
| EAL 239 | Contemporary Chinese Women's Fiction |
| EAL 240 | Japanese Language and Culture |
| EAL 241 | Literature and Culture in Premodern Japan |
| EAL 242 | Modern Japanese Literature |
| EAL 243 | Japanese Poetry in Cultural Context |
| EAL 244 | Construction of Gender in Modern Japanese Women's Writing |
| EAL 245 | Writing, Japan and Otherness |
| EAL 248 | <i>The Tale of Genji</i> and <i>The Pillow Book</i> |
| EAL 261 | Major Themes in Literature (topic course) |
| EAL 360 | Seminar: Topics in East Asian Languages and Literatures |
| EAL 400 | Special Studies |
| FYS 116 | Kyoto Through the Ages |
| FYS 123 | From Edo to Tokyo: Images of Japan's Modern Capital |
| FYS 145 | Eighteen in Two Cultures |
| JPN 301 | Japanese III |
| JPN 302 | Japanese III (a continuation of 301) |
| JPN 350 | Contemporary Texts I |
| JPN 351 | Contemporary Texts II |
| KOR 301 | Korean III |
| PRS 316 | Revising the Past in Chinese Literature and Film |

East Asian Studies

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

East Asian Studies Advisory Committee

^{†1} Daniel K. Gardner, Professor of History

^{†1} Marylin Rhie, Professor of Art and of East Asian Studies

Dennis Yasutomo, Professor of Government

Suzanne Z. Gottschang, Associate Professor of Anthropology and East Asian Studies, *Director*

Kimberly Kono, Associate Professor of East Asian Languages and Literatures

Marnie Anderson, Assistant Professor of History

^{†1} Jina Kim, Assistant Professor of East Asian Studies

Participating Faculty

Steven M. Goldstein, Professor of Government

Jamie Hubbard, Professor of Religion and Yehan Numata Lecturer in Buddhist Studies

^{†1} Maki Hirano Hubbard, Professor of East Asian Languages and Literatures

Peter N. Gregory, Professor of Religion

^{†1} Sabina Knight, Associate Professor of Chinese and Comparative Literature

Thomas Rohlich, Professor of East Asian Languages and Literatures

Sujane Wu, Assistant Professor of East Asian Languages and Literatures

The Major

The major in East Asian studies reflects the emergence of East Asia politically, economically, and culturally onto the world scene, especially during the last century, and anticipates the continued importance of the region in the future. It also offers students an opportunity to develop a coherent and comprehensive understanding of the great civilizations of the Asia Pacific region.

The program in East Asian studies is an interdisciplinary major that combines language study with courses in anthropology, history, religion, art and government. Majors graduate from the program with a firm grasp on the culture and history of the region, as well as a command of at least one language. The program therefore prepares students for post-graduate endeavors ranging from graduate school to careers in both the public and the private sectors dealing with East Asia.

220 and 221, Japanese 220 and 221, or Korean 220 and 221 or higher-level courses. Extensive language study is encouraged, but only two courses at the second-year level or higher will count toward the major. Normally, language courses will be taken at Smith or within the Five Colleges. Students with native or near-native fluency in an East Asian language must take a second East Asian language. Native and near-native fluency is defined as competence in the language above the fourth-year level.

II. Survey Courses

1. One survey course on the premodern civilization of an East Asian country: HST 211, HST 212, HST 220 or EAS 215
2. EAS 100 Introduction to Modern East Asia (normally by the second year).

III. Electives

1. Six elective courses, which shall normally be determined in consultation with the adviser from the list of approved courses.

Requirements for the Major

I. Basis Courses

1. An East Asian language: The second year of an East Asian language, which can be fulfilled by Chinese

- a) Four of the elective courses shall constitute an area of concentration, which can be an emphasis on the civilization of one country (China, Japan or Korea) or a thematic concentration (e.g., comparative modernization, religious traditions, women and gender, political economy, thought and art). Other concentrations may be formulated in consultation with an adviser.
 - b) Electives must include courses in both the humanities and social sciences.
 - c) Electives must include courses on more than one East Asian country.
 - d) One of the elective courses must be a Smith seminar on East Asia.
 - e) At least half of the course credits toward the major must be taken at Smith.
 - f) No more than one 100-level course shall count as an elective.
 - g) Courses in the major may not be taken pass/fail.
 - h) Students with double majors may count a maximum of three courses toward both majors.
2. Smith courses not included on the approved list may count toward the major under the following conditions:
- a) The student obtains the approval of her adviser
 - b) No more than one such course shall be applied toward the major
3. Please consult the director of honors or the departmental Web site for specific requirements and application procedures.
4. Study Abroad programs are encouraged at college-approved institutions in East Asia. EAS recommends the Associated Kyoto Program for Japan, ACC for China and Ewha Woman's University for Korea, among others (please consult EAS Web site for most current list of EAS recommended programs). Courses taken at Study Abroad programs, as well as courses taken away from Smith at other institutions, may count toward the major under the following conditions:
- a) The courses are reviewed and approved by the East Asian Studies Advisory Committee upon completion
 - b) Courses taken away from Smith must not total more than half of the credits counted toward the major

Advisers: Marnie Anderson, Daniel K. Gardner, Marylin Rhie, Dennis Yasutomo, Suzanne Z. Gottschang, Kimberly Kono, Jina Kim

EAS 100 Introduction to Modern East Asia

This course looks comparatively at the histories of China, Japan and Korea from the late 18th century to the present. It examines the struggles of these countries to preserve or regain their independence and establish their national identities in a rapidly emerging and often violent modern world order. While each of these countries has its own distinctive identity, their overlapping histories (and dilemmas) give the region a coherent identity. We will also look at how individuals respond to and are shaped by larger historical movements. **(H)** 4 credits

Marnie Anderson

Offered Fall 2011, Fall 2012

EAS 200 Colloquium: Topics in East Asian Studies

Focusing on a theme of significance to the region, this course is designed to introduce students to a variety of methods of inquiry used for research in the interdisciplinary field of East Asian studies. Students will be introduced to methods of locating and analyzing information sources, developing research questions and writing during the course of the semester. Normally taken in the sophomore or junior year. Also open to non-EAS majors.

Korean Diaspora: Korea Inside and Outside

Modern Korea has had more than a century-long history of immigration and emigration. We will study Korean emigration and communities around the world as well as the new immigrant population now being formed inside Korea. Some of the questions we will be dealing with: How has Korean diaspora changed the landscape of Korean and world culture? What are some new social problems of immigrants inside and outside Korea? How can we begin to reconceptualize multicultural and multiracial identities? We will explore this topic through our study of theories of migration and demographics, history of immigration and law, theories of cultural adaptation and oral histories. Prerequisite: EAS 100. Enrollment limited to 18. **(S)** 4 credits

Jina Kim

Offered Fall 2012

The Difficult Female

This course explores the various discourses of the “modern” through the study of two iconic female figures who were often labeled as “difficult women”: the New Woman and the Modern Girl. We will explore who these figures were and what was so modern and difficult about them by examining the discourses accompanying them in China, Japan, Korea, and Taiwan. By using these figures to enrich our understanding of gendered politics, consumer culture, colonial modernity and international relations, students will become familiar with interdisciplinary studies. We will also use historical, literary and visual texts to consider the possibilities and problems of comparative colonial history. Enrollment limited to 18. (E) **{H}** 4 credits

Jina Kim

Offered Spring 2013

EAS 210 Colloquium: Culture and Diplomacy in Asia

The course explores the influence of Asian cultures on the diplomacy and negotiating styles of East and Southeast Asian countries. Specific countries include Japan, China, North Korea and the Association of Southeast Asian Nations. Case studies will be based on current, ongoing regional and global issues. Enrollment limited to 18. (E) **{S}** 4 credits

Dennis Yasutomo

Offered Spring 2012

EAS 214 Korean Film and Culture

Topic: Extreme Emotions. We will study Korean films to think about expressions of and contemporary uses of emotion. We will consider how these cinematic texts serve as a site for theorizing and historicizing emotion in modern Korea. In particular, we will explore the most extreme, but also the most basic, human emotions such as fear, pain, love and sadness. In addition, we will ask how Korean films produce versions of emotional life that address various aspects of Korean history, class, gender, sexuality and culture. Films will be supplemented with theory, history and popular culture texts and draw on writings by both Eastern and Western thinkers such as Confucius, Yi Sang, Foucault and Sartre. **{A/H}** 4 credits

Jina Kim

Offered Spring 2012

EAS 215 Premodern Korean History: Public Lives, Private Stories

This course is a survey of the cultural, social and political history of Korea from early times to the 19th century. We will explore major cultural trends, intellectual developments and political shifts during Korea's long dynastic history. Some of the topics include literati culture; nativism and folk culture; gender in traditional Korean society; foreign relations; and Confucianism and kingship. All of these topics will be explored through the lens of changing perceptions of the public and private lives of those who had become part of both public and private histories and stories of Korea. **{H}** 4 credits

Jina Kim

Offered Spring 2012

EAS 216 Urban Modernity in Colonized Korea

With a population of 12 million, congested streets and soaring skyscrapers, Seoul has become an important socioeconomic, political and cultural center. This course explores the colonial history of the city beginning with Japanese colonization of Korea during the first half of the 20th century. It moves on to a consideration of the postwar U.S. military occupation of South Korea during the latter half of the 20th century and traces changes in the city's culture, people, politics, commerce and industry. Attention will be given to the entrance of new technology, rise of new architectural spaces, emergence of new subjectivities and migration of people. (E) **{H}** 4 credits

Jina Kim

Not offered 2011–12

EAS 217 Colloquium: Korean Popular Culture: Translating Tradition Into Pop Culture

This course investigates and evaluates contemporary South Korean popular culture and the 21st century cultural phenomenon called *hallyu* (Korean Wave). It will consider the popularity of the Wave and the backlash against it both in East Asia and globally. It will raise the issue of how film, television, music, *manbwa* (comic books), sports and the Internet, participate in the transnational production and circulation of culture, identity, modernity, tradition, ideology and politics. The course aims to equip students with analytical tools to critically think about and understand popular culture. Enrollment limited to 18. (E) **{H}** 4 credits

Jina Kim

Offered Fall 2012

EAS 219 Modern Korean History

This course is a general survey of Korean political, social, economic and cultural histories from the mid-19th century through the present. We will examine such major events as the 1876 opening of ports, 1910 colonization by Japan, the March First movement of 1919, liberation and division in 1945, the Korean War, democratization since 1987, the 1997 financial crisis and the 2000 Inter-Korea Summit. We will also consider modernization, nationalism, industrialization and urbanization, changing gender relations, the nuclear issue and the Korean culture industry. **{H}** 4 credits

Jina Kim

Offered Spring 2013

EAS 220 (C) Colloquium: Environment and Society in Contemporary China

China faces a range of environmental challenges in the 21st century: air pollution, water contamination, food scarcity, energy management and deforestation. The course will consider these environmental issues, examining how they have come about; the Chinese response to them; their global impact; and the measures being proposed—and taken—to address them. Issues of the environment will be placed in the context of the social, economic and political changes that have occurred in China during the past few decades: economic growth, globalization, urbanization, population migration and media expansion. Finally, the course will consider China's traditional attitudes toward nature and the environment and ask what role those attitudes play today. Limited to 18. (E) **{S/H/N}** 4 credits

Daniel K. Gardner

Offered Spring 2013

EAS 228/GOV 228 Government and Politics of Japan

An introductory survey and analysis of the development of postwar Japanese politics. Emphasis on Japanese political culture and on formal and informal political institutions and processes, including political parties, the bureaucracy, interest groups, and electoral and factional politics. **{S}** 4 credits

Dennis Yasutomo

Offered Fall 2011, Fall 2012

EAS 270 Colloquium in East Asian Studies*Art of Korea*

Architecture, sculpture, painting and ceramic art of Korea from Neolithic times to the 18th century. **{A/H}** 4 credits

Marylin Rbie

Not offered 2011–12

Japanese Buddhist Art

Study of the Japanese Buddhist art traditions in architecture, sculpture, painting, gardens and the tea ceremony from the 6th to the 19th centuries. **{A/H}** 4 credits

4 credits

Marylin Rbie

Not offered 2011–12

EAS 279 Colloquium: The Art and Culture of Tibet

The architecture, painting and sculpture of Tibet are presented within their cultural context from the period of the Yarlung dynasty (seventh century) through the rule of the Dalai Lamas to the present. **{A/H}** 4 credits

Marylin Rbie

Offered Fall 2013

EAS 375 Seminar: Dimensions in Japan–United States Relations

The seminar will analyze the bilateral relationship through interdisciplinary approaches that incorporate political-diplomatic, socio-cultural, historical and economic perspectives. Permission of the instructor required. **{S}** 4 credits

Dennis Yasutomo

Not offered 2011–12

EAS 404 Special Studies

4 credits

Offered both semesters each year

EAS 408d Special Studies

8 credits

Full-year course; Offered each year

EAS 430d Honors Project

8 credits

Full-year course; Offered each year

Approved Courses in the Humanities

- ARH 101 Buddhist Art
 ARH 120 Introduction to Art History: Asia
 ARH 221 The Art of East Asia
 ARH 222 The Art of China
 ARH 224 The Art of Japan
 ARH 275 Studies in Asian Art
Topic: Chinese Painting
 EAL 231 The Culture of the Lyric in Traditional China
 EAL 232 Modern Chinese Literature
 EAL 236 Modernity: East and West
 EAL 237 Chinese Poetry and the Other Arts
 EAL 238 Literature from Taiwan
 EAL239/CLT239 Contemporary Chinese Women's Fiction
 EAL 240 Japanese Language and Culture
 EAL 241 Literature and Culture in Premodern Japan
 EAL 242 Modern Japanese Literature
 EAL 243 Japanese Poetry in Cultural Context
 EAL 244 Construction of Gender in Modern Japanese Women's Writing
 EAL 245 Writing, Japan and Otherness
 EAL 248 *The Tale of the Genji* and *The Pillow Book*
 EAL 261 Major Themes in Literature: East–West Perspectives (topics course)
 EAL 360 Seminar: Topics in East Asian Languages and Literatures (topics course)
 EAS 214 Korean Film and Culture
 EAS 218 Thought and Art in China
 EAS 270 Colloquium in East Asian Studies
Topic: Art of Korea
 EAS 279 Colloquium: The Art and Culture of Tibet
 FYS 123 From Edo to Tokyo: Images of Japan's Modern Capital
 REL 360 Seminar: Zen in China and Japan

Approved Courses in the Social Sciences

- ANT 200 Topics in Anthropology: Humans and Nature in China
 ANT 251 Women and Modernity in East Asia

- ANT 252 The City and the Countryside in China
 ANT 253 Introduction to East Asian Societies and Cultures
 ANT 342 Seminar: Topics in Anthropology
 EAS 100 Introduction to Modern East Asia
 EAS 200 Colloquium: Topics in East Asian Studies
 EAS 210 Colloquium: Culture and Diplomacy in Asia
 EAS 215 Premodern Korean History: Public Stories and Private Lives
 EAS 216 Urban Modernity in Colonized Korea
 EAS 217 Colloquium: Korean Popular Culture: Translating Tradition into Pop Culture
 EAS 219 Modern Korean History
 EAS 220 Environment and Society in Contemporary Japan
 EAS 270 Colloquium in East Asian Studies
Topic: Travel and the Historical Imagination in Korea
 EAS 350 Seminar: The Difficult Female
 EAS 375 Seminar: Dimensions in Japan–United States Relations
 EAS/GOV 228 Government and Politics of Japan
 GOV 230 Government and Politics of China
 GOV 251 Foreign Policy of Japan
 GOV 344 Seminar on Foreign Policy of the Chinese People's Republic
 GOV 348 Seminar in International Politics: Conflict and Cooperation in Asia
 HST 101 Geisha, Wise Mothers and Working Women
 HST 211 The Emergence of China
 HST 212 China in Transformation, A.D. 750–1900
 HST 214 Aspects of Chinese History
Topic: The World of Thought in Early China
 HST 215 The Decline and Fall of the Chinese Empire
 HST 216 Women in Chinese History
 HST 217 World War Two in East Asia: History and Memory
 HST 218 Thought and Art in China
 HST 220 Colloquium: Japan to 1600
 HST 221 The Rise of Modern Japan
 HST 222 Aspects of Japanese History
 HST 223 Women and Gender in Japanese History
Topic: Gendering Modern Japanese History

The Minor

The interdepartmental minor in East Asian studies is a program of study designed to provide a coherent understanding of and basic competence in the civilizations and societies of China, Japan and Korea. It may be undertaken in order to broaden the scope of any major; to acquire, for comparative purposes, an Asian perspective within any of the humanistic and social-scientific disciplines; or as the basis of future graduate work or a career related to East Asia.

Requirements: The minor will consist of a total of six courses, no more than three of which shall be taken at other institutions. Courses taken away from Smith require the approval of the East Asian Studies Advisory Committee.

1. EAS 100 Introduction to Modern East Asia (normally by the second year)
2. Five elective courses, which shall be determined in consultation with the adviser.
 - a. One year of an East Asian language is strongly encouraged and may constitute two elective courses. (One semester of a language may not be counted as an elective.)
 - b. At least three elective courses may be at the 200 or 300 level.
 - c. Courses may not be taken pass/fail.

Advisers: Marnie Anderson, Daniel K. Gardner, Marilyn Rhie, Dennis Yasutomo, Suzanne Z. Gottschang, Kimberly Kono, Jina Kim

Economics

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

^{5*1, 5*2} Andrew Zimbalist, Ph.D.

^{**2} Randall Bartlett, Ph.D.

^{*1} Robert Buchele, Ph.D.

^{**2} Roger T. Kaufman, Ph.D.

Elizabeth Savoca, Ph.D.

Deborah Haas-Wilson, Ph.D.

^{†2} Charles P. Staelin, Ph.D., *Chair*

Nola Reinhardt, Ph.D.

^{**1} Mahnaz Mahdavi, Ph.D.

Associate Professors

^{†1} Thomas A. Riddell, Ph.D.

James Miller, Ph.D., J.D.

Roisin O'Sullivan, Ph.D.

Assistant Professor

^{**2} Susan Stratton Sayre, Ph.D.

Lecturer

Thomas Bernardin, M.A.

Mendenhall Fellow

Seung-Yun Oh

First-year students who are considering a major in the department and who hope to spend their junior year abroad are strongly advised to take 150 and 153 in the first year and to take additional courses in economics in the sophomore year. Majors in economics are strongly advised to take 250, 253 and 220 as soon after the introductory courses as possible. Students considering graduate study in economics are advised to master the material in 255 and 240 as well as MTH 111, 112, 211, 212, 225 and 243.

A. General Courses

125 Economic Game Theory

An examination of how rational people cooperate and compete. Game theory explores situations in which everyone's actions affect everyone else, and everyone knows this and takes it into account when determining their own actions. Business, military and dating strategies will be examined. No economics prerequisite. Prerequisite: at least one semester of high school or college calculus. **{S}** 4 credits

James Miller

Offered Fall 2011

127 The Magic of the Marketplace

An introduction to capitalism. Markets have made the average American richer than any medieval king, take this course to find out why. Other topics covered include innovation, discrimination, prostitution, environmental economics, international trade, affirmative action, business competition, price gouging, illegal drugs, Internet piracy, baby auctions, inequality and IQ, the stock market, the minimum wage, an economic love story, the economics of government and why Africa is poor. This course is less mathematical than 150. Open only to junior and senior non-economics majors or minors. A student may not receive credit for both ECO 127 and ECO 150 (or its equivalent), nor for both ECO 127 and ECO 123. (E) **{S}** 4 credits

James D. Miller

Not offered 2011–12

150 Introductory Microeconomics

How and how well do markets work? What should government do in a market economy? How do markets set prices, determine what will be produced and decide who will get the goods? We consider important economic issues, including preserving the environment, free trade, taxation, (de)regulation and poverty. **{S}** 4 credits

Members of the department

Offered both semesters each year

153 Introductory Macroeconomics

An examination of current macroeconomic policy issues, including the short and long-run effects of budget deficits, determinants of economic growth, causes and effects of inflation, and effects of high trade deficits. The course will focus on what, if any, government (monetary and fiscal) policies should be pursued in order to achieve low inflation, full employment, high economic growth and rising real wages. **{S}** 4 credits

Members of the department

Offered both semesters each year

220 Introduction to Statistics and Econometrics

Summarizing, interpreting and analyzing empirical data. Attention to descriptive statistics and statistical inference. Topics include elementary sampling, probability, sampling distributions, estimation, hypothesis testing and regression. Assignments include use of statistical software and microcomputers to analyze labor market and other economic data. Prerequisite: 150 and 153. Students will not be given credit for both ECO 220 and any of the following courses: MTH 190/PSY 190, GOV 190, MTH 241, MTH 245 or SOC 201. **{S/M}** 5 credits

Elizabeth Savoca, Robert Buchele

Offered both semesters each year

B. Economic Theory

224 Environmental Economics

The economic causes of environmental degradation and the role that markets can play in both causing and solving pollution and resource allocation problems. Topics include resource allocation and sustainability, cost-benefit analysis, pollution standards, taxes and permits, public goods and common property resources. Prerequisite: 150. **{S}** 4 credits

Susan Stratton Sayre

Offered Spring 2012

240 Econometrics

Applied regression analysis. The specification and estimation of economic models, hypothesis testing, statistical significance, interpretation of results, and policy implications. Emphasis on practical applications and cross-section data analysis. Prerequisites: 150, 153, MTH 111 and either ECO 220, MTH 245 or MTH 247.

{S/M} 4 credits

Elizabeth Savoca

Offered Spring 2012

250 Intermediate Microeconomics

Focuses on the economic analysis of resource allocation in a market economy and on the economic impact of various government interventions, such as minimum wage laws, national health insurance and environmental regulations. Covers the theories of consumer choice and decision making by the firm. Examines the welfare implications of a market economy, and of federal and state policies that influence market choices. Prerequisite: ECO 150, MTH 111 or its equivalent. **{S}** 4 credits

Susan Stratton Sayre, Deborah Haas-Wilson

Offered both semesters each year

253 Intermediate Macroeconomics

Builds a cohesive theoretical framework within which to analyze the workings of the macroeconomy. Current issues relating to key macroeconomic variables such as output, inflation and unemployment are examined within this framework. The role of government policy, in both the short run and the long run, is also assessed. Prerequisite: ECO 153, MTH 111 or its equivalent. **{S}** 4 credits

Roisin O'Sullivan, Roger Kaufman

Offered both semesters each year

254 Behavioral Economics

An examination of the combination of economists' models and psychologists' understanding of human behavior. This combination fosters new understanding of consumers' and firms' decision making. Topics include decisions motivated by issues of fairness or revenge (rather than self-interest); decisions based on the discounting of future happiness; decisions based on individuals' incorrect beliefs about themselves (such as underestimating the power of bad habits or cravings). This new understanding has implications for economic, political, legal and ethical issues. Prerequisites: ECO 220 and ECO 250. **(E)** 4 credits

Deborah Haas-Wilson

Offered Fall 2011

255 Mathematical Economics

The use of mathematical tools to analyze economic problems, with emphasis on linear algebra and differential calculus. Applications particularly in comparative statics and optimization problems. Prerequisites: MTH 111, 112, 211, 212, ECO 250 and 253 or permission of the instructor. **{S/M}** 4 credits

Roger Kaufman

Offered Fall 2011

272 Law and Economics

An economic analysis of legal rules and cases. Topics include contract law, accident law, criminal law, the Coase theorem and the economics of litigation. Prerequisite: 250. **{S}** 4 credits

James Miller

Not offered 2011–12

362 Seminar: Population Economics

Topic: The Economics of Aging. Many countries today face rapidly aging populations. The economic consequences will pose enormous challenges to policymakers. What are the implications of an aging population for the sustainability of pension funds and health care systems? for labor force growth and productivity growth? for savings and asset markets? for the demand for public and private goods? What policy options have economists offered to deal with these issues? In this seminar we will study these questions and more from both microeconomic and macroeconomic perspectives. Prerequisites: ECO 250, 253 and 220. Enrollment limited to 15. **{S}** 4 credits

Elizabeth Savoca

Offered Spring 2012

363 Seminar: Inequality

The causes and consequences of income and wealth inequality. Social class and social mobility in the U.S. The role of IQ and education. The distributional impact of technical change and globalization. Is there a “trade-off” between equality and economic growth? The benefits of competition and cooperation. Behavioral and experimental economics: selfishness, altruism and reciprocity. Fairness and the dogma of economic rationality. Does having more stuff make us happier? Prerequisites: ECO 220, 150 and 250. **{S}** 4 credits

Robert Buchele

Not offered 2011–12

372 Seminar: Law and Economics

An economic analysis of legal rules and cases. Topics include contract law, accident law and criminal law. Students will participate in mock trials, write several short papers judging the mock trials and complete a significant research paper. (Students may not receive credit for both ECO 372 and ECO 272.) Prerequisite: ECO 250. (E) **W1 {S}** 4 credits

James Miller

Not offered 2011–12

C. The American Economy

221 Labor Economics and Human Capital

An examination of the general characteristics of the labor market: why individuals engage in work, and how labor market choices are made by workers and by firms; theories of human capital; and, in particular, how education, skills and training enhance earning potentials; discrimination in the labor market and the role of labor unions. Prerequisites: ECO 150 and 153. 4 credits

To be announced

Not offered 2011–12

230 Urban Economics

Economic analysis of the spatial structure of cities—why they are where they are and look the way they do. How changes in technology and policy reshape cities over time. Selected urban problems and policies to address them, including housing, transportation, concentrations of poverty and financing local government. Prerequisite: ECO 150. **{S}** 4 credits

Randall Bartlett

Offered Spring 2012

231 The Sports Economy

The evolution and operation of the sports industry in the United States and internationally. The course will explore the special legal and economic circumstances of sports leagues, owner incentives, labor markets, governance, public subsidies and other issues. Prerequisite: ECO 150; ECO 220 is recommended. **{S}** 4 credits

Andrew Zimbalist

Offered Spring 2012

233 Free Market Economics

An examination of the philosophy and ethics of economic theory and policy. Questions to be considered include the nature and meaning of economic justice, the free market, the role of the state in determining economic outcomes, and the distinction between positive and normative economics. Prerequisite: 250 or 253 or permission of the instructor. **{S}** 4 credits

Thomas Bernardin

Not offered 2011–12

265 Economics of Corporate Finance

An investigation of the economic foundations for investment, financing and related decisions in the business

corporation. Basic concerns and responsibilities of the financial manager, and the methods of analysis they employ. This course is designed to offer a balanced discussion of practical as well as theoretical developments in the field of financial economics. Prerequisites: 220, 250 and MTH 111. **{S}** 4 credits

Mahnaz Mahdavi

Offered Fall 2011

275 Money and Banking

An investigation of the role of financial instruments and institutions in the economy. Major topics include the determination of interest rates, the characteristics of bonds and stocks, the structure and regulation of the banking industry, the functions of a modern central bank, and the formulation and implementation of monetary policy. Prerequisite: ECO 253 or permission of the instructor. **{S}** 4 credits

Thomas Bernardin

Offered Fall 2011

314 Seminar: Industrial Organization and Antitrust Policy

An examination of the latest theories and empirical evidence about the organization of firms and industries. Topics include mergers, advertising, strategic behaviors such as predatory pricing, vertical restrictions such as resale price maintenance or exclusive dealing, and antitrust laws and policies. Prerequisite: ECO 250.

{S} 4 credits

Deborah Haas-Wilson

Not offered 2011–12

331 Seminar: The Economics of College Sports and Title IX

This seminar will explore the similarities and differences between professional and college sports. The economic factors that condition the evolution and operation of college sports will be examined in detail, as will the relationship between gender equity (as prescribed by Title IX) and overall intercollegiate athletic programs. Topics will include history of college sports; the role of the NCAA; efforts at reform; cross-subsidization among sports; academic entrance and progress toward degree requirements; racial equity; coach compensation; pay for play; antitrust and tax treatment; commercialization; financial outcomes; progress toward gender equity; and efforts to impede gender equity. Prerequisites: ECO 250 and 220. **{S}** 4 credits

Andrew Zimbalist

Offered Fall 2011

341 Economics of Health Care

An examination of current economic and public policy issues in health care. Topics include markets for health insurance, physician services and hospital services; public policies to enhance health-care quality and access; the economics of the pharmaceutical industry; and alternatives for reforming the U.S. health-care system. Prerequisites: ECO 250 and 220 or permission of the instructor. **{S}** 4 credits

Deborah Haas-Wilson

Not offered 2011–12

351 Seminar: The Economics of Education

Topic: Economics of Higher Education. An exploration of several of the following topics in the economics of higher education: the economic returns to a college education; the additional economic returns to attending an elite college; the determinants of college admissions; the role of SAT scores in determining performance in college; the construction and effects of the *U.S. News* rankings of colleges; peer effects in colleges; and the current (and future) crisis in funding higher education. Throughout the course, an emphasis will be placed on empirically testing economic hypotheses using several databases. Prerequisites: ECO 250 and 220. **{S}** 4 credits

Roger Kaufman

Offered Fall 2011

364 Seminar: The Economics of Future Technology

Brain implants, embryo selection, self-driving cars, nanotechnology, robot nurses, virtual teachers, cognitive enhancing drugs and artificial general intelligences are among the technologies that might have a large impact on our economy over the next few decades. This seminar uses the tools of microeconomics to explore the potential effects of these and other possible technologies and to explain how economic incentives shape the types of technologies businesses develop. Prerequisite: ECO 250. (E) 4 credits

James Miller

Offered Spring 2012

PRS 308 Urbanization in the 21st Century:

Comparative Prospects, Problems and Policies

Urban growth is inextricably linked to economic development, environmental impact, social change and political conflict. By 2050, the world urban population will double from 3 billion to 6 billion. Rates of urbanization, problems associated with urban growth, and

policies to address those vary substantially. The urban population in Japan and in Eastern Europe is projected to fall. In the U.S. and South America, it is projected to increase by half. In Sub-Saharan Africa and India, it is projected to triple. We will develop multidisciplinary case studies of 21st-century urbanization. Enrollment limited to 12 juniors and seniors majoring in social sciences. (E) **{S}** 4 credits

Randall Bartlett

Offered Spring 2012

D. International and Comparative Economics

211 Economic Development

An overview of economic development theory and practice since the 1950s. Why have global economic inequalities widened? What economic policies have been implemented in the developing countries of Asia, Latin America, Africa and the Middle East in search of economic development; what theories underlie these policies; and what have been the consequences for economic welfare in these regions? Topics include trade policy (protectionism versus free trade), financial policy, industrial development strategies, formal and informal sector employment, women in development, international financial issues (lending, balance of payment deficits, the debt and financial crises), structural adjustment policies and the increasing globalization of production and finance. Prerequisites: ECO 150 and 153. **{S}** 4 credits

Nola Reinhardt

Offered Spring 2012

213 The World Food System

Examination of changing international patterns of food production and distribution to shed light on the paradox of world hunger in the face of global food abundance. Explores the development of modern agricultural practices and their advantages and disadvantages compared to traditional farming methods. Considers the transformation of third-world agriculture in the context of increasing concentration in agricultural production and marketing, the debate over food aid, technology transfer to developing countries, GATT/WTO agricultural agreements, and structural adjustment/globalization policies. Prerequisite: ECO 150. **{S}** 4 credits

Nola Reinhardt

Offered Fall 2011

226 Economics of European Integration

Why would countries give up their own currencies to adopt a common new one? Why can citizens of Belgium simply move to France without any special formalities? This course will investigate such questions by analyzing the ongoing integration of European countries from an economic perspective. While the major focus will be on the economics of integration, account will be taken of the historical, political and cultural context in which this process occurred. Major topics include the origins, institutions and policies of the European Union; the integration of markets for labor, capital and goods; and monetary integration. Prerequisites: ECO 150 and 153. **{S}** 4 credits

Roisin O'Sullivan

Offered Spring 2012

295 International Trade and Commercial Policy

An examination of the trading relationships among countries and of the flows of factors of production throughout the world economy. Beginning with the theories of international trade, this course moves on to examine various policy issues in the international economy, including commercial policy, protectionism and the distribution of the gains from trade, multilateral trade negotiations, preferential trade agreements, the impact of transnational firms and globalization, immigration, and trade and economic development. Prerequisite: 250. **{S}** 4 credits

Charles Staelin

Offered Spring 2012

296 International Finance

An examination of international monetary theory and institutions and their relevance to national and international economic policy. Topics include mechanisms of adjustment in the balance of payments; macro-economic and exchange-rate policy for internal and external balance; international movements of capital; and the history of the international monetary system: its past crises and current prospects, issues of currency union and optimal currency area, and emerging markets. Prerequisite: ECO 253. **{S}** 4 credits

Mahmaz Mahdavi

Not offered 2011–12

310 Seminar: Comparative Labor Economics

Topic: Labor Economics and Compensation Systems. Why do lawyers and doctors make so much more than college professors? Are corporate executives paid too much or too little? How much of the male-female

wage gap is due to discrimination? Is education an investment in human capital, a signal or a means of reproducing the class structure? How has trade with developing countries affected wages in the United States? In this seminar we shall apply and extend economic theory to analyze these and other questions in labor economics. Prerequisites: ECO 250, 220 and MTH 111 (calculus). **[S]** 4 credits

Roger Kaufman

Not offered in 2011–12

318 Seminar: Latin American Economies

The Latin American economies have undergone a dramatic process of economic collapse and restructuring since 1980. We examine the background to the collapse and the economic reforms implemented in response. We assess the economic performance of the region under this “neoliberal” model, and ask why it is being increasingly rejected throughout the region. We consider the current status and future prospects of the region’s economies. Prerequisites: ECO 250 or 253, and one course in international economics or development.

[S] 4 credits

Nola Reinhardt

Not offered 2011–12

375 Seminar: The Theory and Practice of Central Banking

What role do central banks play in the management of short-run economic fluctuations? What has driven the recent global trend towards more powerful and independent central-banking institutions? This course will explore the theoretical foundations that link central bank policy to real economic activity. Building on this theoretical background, the monetary policy frameworks and operating procedures of key central banks will then be examined. Much of the analysis will focus on the current practices of the US Federal Reserve and the European Central Bank, with a view to identifying the relative strengths and weaknesses of the two institutions. Prerequisite: ECO 253. **[S]** 4 credits

Roisin O’Sullivan

Offered Spring 2012

395 Seminar: Topics in International Trade

The globalization of the world economy has contributed to both boom and crisis. This seminar will explore selected topics relating to the increased openness of national borders to the flow of goods and services, labor and real capital. Possible topics include the implica-

tions of the new theories of international trade for the analysis of commercial policy; the national politics of commercial policy in a global economy; regional integration; the emergence of China as a global trading power; the use of trade policy as a strategy for growth and development; direct foreign investment; the relationships between trade, international trade organizations and national sovereignty; the international implications of financial crisis and recession; and the constraints on the United States as a debtor nation. Prerequisite: ECO 250 and one 200-level course in international economics. **[S]** 4 credits

Charles Staelin

Offered Fall 2011

396 Seminar: International Financial Markets

This seminar focuses on four aspects of international financial markets: (1) International Portfolio Diversification, with an emphasis on the role of the emerging economies; (2) Global Financial Crises and their impact on the economy; (3) Global Economic Imbalances compares saver economies such as China, Germany and Japan with those of the borrowing economies such as the U.S.; (4) the Foreign Exchange Market focuses on currency crises and international disputes about China’s exchange rate policy. In studying each topic, both theoretical frameworks and empirical analyses are considered. Prerequisites: ECO 265 and 296; 240 is strongly recommended. **[S]** 4 credits

Mahnaz Mahdavi

Not offered 2011–12

E. Special Studies

Admission to Special Studies is by permission of the department, normally for majors who have had four semester courses in economics above the introductory level. Students contemplating a Special Studies should read the guidelines for Special Studies in the department’s Web page: www.smith.edu/economics.

400 Special Studies

Admission to Special Studies is by permission of the department. (E) 1 to 4 credits

Offered both semesters each year

404 Special Studies

4 credits

Offered both semesters each year

408d Special Studies

8 credits

Full-year course; Offered each year

The Major

Advisers: Randall Bartlett, Robert Buchele, Deborah Haas-Wilson, Roger Kaufman, Mahnaz Mahdavi, James Miller, Roisin O'Sullivan, Nola Reinhardt, Elizabeth Savoca, Susan Stratton Sayre, Charles Staelin, Andrew Zimbalist

Adviser for Study Abroad: Mahnaz Mahdavi

Basis 150 and 153.

Requirements: The five courses in the core: ECO 150 and 153 or their equivalent, ECO 220, ECO 250 and ECO 253; plus five other courses in economics. One of these latter five must be a 300-level course (or honors thesis) taken at Smith (or with prior permission at one of the other Five Colleges) that includes an economics research paper and an oral presentation. ECO 220 may be replaced in the core with either MTH 245 or MTH 247. In the case of MTH 245, the student will be required to take six rather than five economics courses beyond the core. Students who have already taken any of GOV 190, SOC 201, PSY/MTH 190, EGR/MTH 241 or MTH 245 may not receive college or major credit for ECO 220. MTH 111 or its equivalent is a prerequisite for ECO 250 and ECO 253.

A student who passes the economics placement exam for ECO 150 or ECO 153, or who passes the AP examination in Microeconomics or Macroeconomics with a score of 4 or 5, or who has the appropriate grades in A-level or IB courses in economics, may count this as the equivalent of ECO 150 and/or ECO 153, with course credit toward the major in economics. Students with AP, A-level or IB credit are urged to take the placement exams to ensure correct placement.

With prior permission of the instructor, economics credit will be given for public policy and environmental science and policy courses, and for presidential seminars, when taught by a member of the economics department. Economics credit will not be given for ACC 223.

The S/U grading option is not allowed for courses counting toward the economics major. An exception may be made in the case of 150 and 153.

Majors may spend their junior year abroad if they meet the college's requirements. Only four semester course credits (and no more than two in any one semester) taken by a Smith student outside the Five Colleges may be counted toward the courses required for the major. This includes courses taken during study abroad or study away, and courses taken in summer school or during a leave of absence from the college. Any course taken for economics credit outside the Five Colleges should normally have prior approval by the major adviser or the department's adviser for study abroad. Economics courses and appropriate statistics courses taken by transfer students before their matriculation to Smith and approved by the department and the college will be counted toward the major as if they had been taken at Smith.

Majors may participate in the Washington Economic Policy semester at American University. See Thomas Riddell for more information.

Majors may also participate in the Semester-in-Washington Program administered by the Department of Government and described under the government major.

The Minor

Advisers: Same as for the major

Requirements: Six courses in economics, consisting of 150, 153, 220 and three other courses in economics; or 150, 153, a statistics course taken outside of the department and four other courses in economics. Crediting procedures are the same as for the major.

Honors

Director: Roisin O'Sullivan

430d Honors Project

8 credits

Full-year course; Offered each year

430 Honors Project

8 credits

Offered Fall 2011

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Education and Child Study

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

Alan N. Rudnitsky, Ph.D.
Rosetta Marantz Cohen, Ed.D.
§² (Fall), **² Susan M. Etheredge,
Ed.D., *Chair*
*¹ Sam Intrator, Ph.D.

Associate Professor

*² Lucy Mule, Ph.D.

Lecturers

Cathy Hofer Reid, Ph.D.
Cathy Weisman Topal, M.A.T.
Janice Gatty, Ed.D.
Catherine Swift, Ed.M.
Carol B. Berner, M.S.Ed.
Dan Salvucci, M.E.D., Ed.D.
Wendy Ostroff, Ph.D.

Coordinator of Teacher Education

Andrew J. Wood, M.A.T.

Advisory Committee

Gwen Agna, M.Ed.
Nancy Athas, C.A.G.S.
Johanna M. McKenna, M.A.
Margaret Riddle, Ed.M.
Joseph Smith, M.S.
Lesley D. Wilson, M.A.

Students who, irrespective of major, desire to comply with the varying requirements of different states for licensure to teach in public schools are urged to consult the department as early as possible during their college career.

340 Historical and Philosophical Perspectives and the Educative Process

A colloquium integrating foundations, the learning process and curriculum. Open only to Smith senior majors. **[S]** 4 credits

Susan Etheredge

Offered Spring 2012

Historical and Philosophical Foundations

110 Introduction to American Education

This course is an introduction to educational foundations. This course is designed to introduce you to the basic structure, function and history of American education, and to give you perspective on important contemporary issues in the field. Includes directed observation in school settings. Not open to students who have had two or more courses in the department. Enrollment limited to 35. **[S]** 4 credits

To be announced

Offered Spring 2012

MUX 118 The History and Critical Issues of Museums

SOC 317 Seminar: Inequality in Higher Education

552 Perspectives on American Education

Required of all candidates for the M.A. and the M.A.T. degrees. 4 credits

Wendy Ostroff

Offered Spring 2012

Sociological and Cultural Foundations

210 Literacy in Cross-Cultural Perspective

This course examines issues in literacy education, with a special focus on culturally and linguistically diverse populations. A goal of the course is to develop an understanding of the literacy needs of children, youth and adults in their social and cultural contexts. We will also explore the multiple contexts for literacy education, including school, home and community-based programs. Topics include sociocultural and critical theories of literacy education; strategies for teaching English language learners; literacy and the politics of language; the role of literacy in society; and literacy education in multilingual/multicultural contexts.

There are service-learning opportunities available for students. Enrollment limited to 35. **[S]** 4 credits

Lucy Mule

Offered Fall 2011

232 The American Middle School and High School

A study of the American secondary and middle school as a changing social institution. An analysis of the history and sociology of this institution, modern school reform, curriculum development and contemporary problems of secondary education. Directed classroom observation. Not open to first-year students. Enrollment limited to 35. **[S]** 4 credits

Carol Berner

Offered Fall 2011

237 Comparative Education

This course will look at key issues, themes and challenges in contemporary schooling in various parts of the world, including Asia, Africa, South America, Europe and the United States. Using mainly case studies within national and cross-national contexts, we will explore schooling and its implications on classroom practice, teachers, students and society. Topics will include schools as cultural sites, teaching and learning, education and equity, language and literacy, education and identity, immigration, education reform and globalization. Enrollment limited to 35. **[S]** 4 credits

Lucy Mule

Offered Fall 2011

341 The Child in Modern Society

This course examines the experience of childhood in modern society and the ways that it is shaped by the interplay of family, schooling and the wider culture. Sociocultural influences on philosophies of education and their implementation across cultures will be explored through such models of education as the Italian Reggio Emilia and Pistoian approaches, Head Start, and public and private child-care initiatives in the United States. Students are expected to spend one additional hour per week in study-group discussions and observing in schools. Prerequisite: 235 or permission of the instructor. **[S]** 4 credits

Wendy Ostroff

Offered Spring 2012

343 Multicultural Education

An examination of the multicultural approach, its roots in social protest movements and its role in educational

reform. The course aims to develop an understanding of the key concepts, developments and controversies in the field of multicultural education; cultivate sensitivity to the experiences of diverse people in American society; explore alternative approaches for working with diverse students and their families; and develop a sound philosophical and pedagogical rationale for a multicultural education. Enrollment limited to 35. **[S]** 4 credits

Lucy Mule

Offered Spring 2012

Learners and the Learning Process

235 Child and Adolescent Growth and Development

A study of theories of growth and development of children from prenatal development through adolescence; basic considerations of theoretical application to the educative process and child study. Directed observations in a variety of child-care and educational settings. Enrollment limited to 55. **[S]** 4 credits

Janice Gatty

Offered Fall 2011, Spring 2012

238 Introduction to the Learning Sciences

This course combines perspectives on cognition and learning to examine the teaching-learning process in educational settings. In addition to cognitive factors, the course will incorporate contextual factors such as classroom structure, teacher belief systems, peer relationships and educational policy. Consideration of the teaching-learning process will highlight subject matter instruction and assessment. Prerequisite: a genuine interest in better understanding teaching and learning. Priority given to majors, minors, first-year and second-year students. Enrollment limited to 55. **[S/N]** 4 credits

Alan Rudnitsky

Offered Fall 2011

240 How Do We Know What Students Are Learning?

This course serves as an introduction to the theories, strategies and techniques that form the bases for assessing learning in classrooms. The focus will be on the assumptions, strengths and weaknesses associated with various approaches. Students will encounter a variety of instruments and methods used for collecting educational data, including classroom tests, norm-referenced and criterion-referenced standardized achievement

tests, portfolios, attitude and self-report scales, observational systems and interview protocols. Students will also develop authentic assessment tools and work through evaluation problems associated with particular curriculum programs and instructional techniques.

Enrollment limited to 20.

Alan Rudnitsky

Offered Spring 2012

548 Student Diversity and Classroom Teaching

An examination of diversity in learning and background variables, and their consideration in promoting educational equity. Also, special needs as factors in classroom teaching and student learning. Research and pre-practicum required. **{S}** 4 credits

Wendy Ostroff

Offered Fall 2011

554 Knowing, Thinking and the Design of Learning Environments

A course focusing on the latest developments in cognitive science and the potential impact of these developments on classroom instruction. Open to seniors by permission of the instructor. 4 credits

Alan Rudnitsky

Offered Fall 2011

Curriculum and Instruction

231 Foundations and Issues of Early Childhood Education

The purpose of this course is to explore and examine the basic principles and curricular and instructional practices in early childhood education. Students begin this examination by taking a close look at the young child through readings and discussion, classroom observations and field-based experiences in an early childhood setting. The course also traces the historical and intellectual roots of early childhood education. This will lead students to consider, compare and contrast a variety of programs and models in early childhood education. **{S}** 4 credits

Susan Etheredge

Offered Spring 2012

249 Children With Hearing Loss

Educational, social, scientific and diagnostic consideration. Examination of various causes and treatments of hearing losses; historical and contemporary issues in

the education of deaf children. **{S}** 4 credits

Dan Salucci

Offered Spring 2012

305 The Teaching of Visual Art in the Classroom

We live in a visual culture and children are visual learners. The visual arts offer teachers a powerful means of making learning concrete, visible and exciting. In this class students explore multiple teaching/learning strategies as they experience and analyze methods and materials for teaching visual arts and art appreciation. The class is designed for education majors seeking experience in and understanding of the visual arts. Studio work is part of each class. Since a practicum involving classroom teaching is required, this class works well for students who will be student teaching. Students who are not student teaching can expect to spend an additional hour each week working in a classroom. Admission by permission of the instructor. **{S/A}** 4 credits

Cathy Topal

Offered Spring 2012

336 Seminar in American Education

Youth Development and Social Entrepreneurship

Designed for students who aspire to study the theory and practice of programs devoted to serving youth and how they are founded, funded and sustained. We will examine theories that explain the factors that perpetuate the achievement gap and explore programs developed to redress these inequalities. This is a course with a service learning commitment. Students will work with youth in Springfield on a youth media project. Dates and times to be announced. 4 credits

Sam Intrato, Donald Siegel

Offered Spring 2012

338 Children Learning to Read

This course examines teaching and learning issues related to the reading process in the elementary classroom. Students develop a theoretical knowledge base for the teaching of reading to guide their instructional decisions and practices in the classroom setting. Understanding what constitutes a balanced reading program for all children is a goal of the course. Students spend an additional hour each week engaged in classroom observations, study-group discussions and field-based experiences. Prerequisite: 238. Open to juniors and seniors only with permission. **{S}** 4 credits

Susan Etheredge

Offered Fall 2011

345d Elementary Curriculum and Methods

A study of the curriculum and the application of the principles of teaching in the elementary school. Two class hours and a practicum involving directed classroom teaching. Prerequisite: three courses in the department taken previously, including 235 and 238, grade of B- or better in education courses. Admission by permission of the department. Preregistration meeting scheduled in April. **{S}** 12 credits

Catherine Swift, Andrew Wood, Fall
Alan Rudnitsky, Andrew Wood, Spring
 Full-year course; Offered each year

346 Clinical Internship in Teaching

Full-time practicum in middle and high schools. Prerequisite: 232. Open to seniors only. Admission by permission of the department. Preregistration meeting scheduled in April. **{S}** 8 credits

Sam Intrator, Andrew Wood
 Offered Spring 2012

347 Individual Differences Among Learners

Examination of individual differences and their consideration in the teaching-learning process. Research and pre-practicum required. Prerequisites: 238 and 235 or 342 and permission of the instructor. **{S}** 4 credits

Wendy Ostroff
 Offered Fall 2011

352 Methods of Instruction

Examining subject matter from the standpoint of pedagogical content knowledge. The course includes methods of planning, teaching and assessment appropriate to the grade level and subject matter area. Content frameworks and standards serve as the organizing themes for the course. This course is designed as a companion seminar for students doing a full-time practicum at the middle or high school level. Admission by permission of the department. Preregistration meeting scheduled in April. 4 credits

Sam Intrator
 Offered Spring 2012

HST 390 Teaching History

A consideration of how the study of history, broadly conceived, gets translated into curriculum for middle and secondary schools. Addressing a range of topics in American history, students will develop lesson and unit plans using primary and secondary resources, films,

videos and Internet materials. Discussions will focus on both the historical content and the pedagogy used to teach it. For upper-level undergraduate and graduate students who have an interest in teaching. Does not count for seminar credit in the history major. **{H}** 4 credits

Peter Gunn

Offered Fall 2011

ENG 399 Teaching Literature

Discussion of poetry, short stories, short novels, essays and drama, with particular emphasis on the ways in which one might teach them. Consideration of the uses of writing and the leading of discussion classes. For upper-level undergraduate and graduate students who have an interest in teaching. **{L}** 4 credits

Samuel Scheer

Offered Fall 2011

Smith College and Clarke School for the Deaf Graduate Teacher Education Program

Foundations of Education of the Deaf

568 Psychology of Exceptional Children

Growth and development of children, significance of early experiences. Personality development and its relation to problems of formal learning for both hearing children and the deaf and hard of hearing. 2 credits

Cynthia Forsythe

Offered Spring 2012

Speech Science and Audiology

565 Hearing, Speech and Deafness

4 credits

Part I. Nature of Sound

Anatomy and physiology of hearing. Processes of auditory perception. Anatomy, physiology and the acoustics of speech. Types, causes and consequences of hearing impairment.

Part II. Nature of Communication

Speech as a code for language. Speech perception and the effects of sensorineural hearing loss. Auditory development. Use of hearing in the development of speech-production skills. 4 credits

Hollis Altman

Offered Summer 2012

566 Audiometry, Hearing Aids and Auditory Learning

Methods and equipment for testing and developing sound perception skills, audiograms and auditory learning. 2 credits

Hollis Altman

Offered Fall 2011

573 Audiometry, Acoustics and the Role of the Teacher

Auditory feedback: from speech perception to speech production. Cochlear Implants: history, biological implications, candidacy, ethical issues, surgical preparation; hardware, programming, troubleshooting; habilitation and classroom application. Communication access, assistive devices and classroom acoustics. Prerequisites: EDC 565 and 566. Limited to candidates for the M.E.D. degree. (E) 2 credits

Hollis Altman

Offered Spring 2012

Language and Communication**561 Developing Auditory/Oral Communications in Deaf Children**

A detailed analysis of speech production covering phonetic transcription and developing and improving speech readiness, voice quality, speech breathing, articulation, rhythm, phrasing, accent and fluency. Demonstration plus extensive speech lab and classroom teaching experiences. 6 credits

Allison Holmberg

Offered Summer and Fall

562 Developing Language Skills in Deaf Children

Principles and techniques used in development of language with deaf children. Consideration is given to traditional and modern approaches to language development. 4 credits

Joyce Toth and Linda Findlay

Offered Summer and Fall

567 English Language Acquisition and Deafness

A psycholinguistic account of English language acquisition of hearing and deaf children. Both theory and

empirical research are stressed, and links are made to contemporary developments in language assessment and intervention. 4 credits

Peter A. de Villiers

Offered Fall 2011

Curriculum and Instruction**563 Elementary School Curriculum, Methods and Media for the Deaf**

Principles and methods of teaching. Uses of texts, reference materials and technology in the classroom. Individualized Education Plans and education law as applied to children with hearing loss. 4 credits

Dan Salvrucci

Offered Fall 2011

564 Perspectives on the Education, Guidance and Culture of the Deaf

History of the education of the deaf. Educational, vocational and social issues affecting deaf children and adults in our society. 2 credits

Dan Salvrucci

Offered Summer 2012

Student Teaching**569 Observation and Student Teaching**

A minimum of 400 hours of observation and student teaching of deaf children in educational levels from preschool through eighth grade, in self-contained residential and day settings, plus integrated day classes. 8 credits

Members of the faculty

Full-year course, offered both semesters

571 Introduction to Signing and Deaf Culture

Development of basic receptive and expressive skills in American Sign Language and finger-spelling. Considerations of issues related to deafness and deaf culture. Participation in activities of the deaf community. 4 credits

To be announced

Offered Spring 2012

572 The Deaf Child: 0–5 Years

The effects of deafness on the development of children and their families during the first five years of life.

Topics such as auditory, cognitive, language, speech, social and emotional development in deaf infants and young children are discussed. Parent counseling issues

such as emotional reactions to deafness, interpretation of test results and making educational choices are also presented. 4 credits

Janice Gatty

Offered Summer 2012

Special Studies

400 Special Studies

1 to 4 credits

Offered both semesters each year

The Major

Requirements: Ten semester courses selected in consultation with the major adviser: usually these will consist of one course in the Historical and Philosophical Foundations; one course in the Sociological and Cultural Foundations; two courses in the Learning Process; one course in Curriculum and Instruction; EDC 345d; two additional courses, one of which must be an advanced course; EDC 340 taken during the senior year. Courses taken S/U will not count toward the major or minor in Education and Child Study.

Students may major without preparing to teach by fulfilling an alternative course of study developed in consultation with the major adviser and with approval of the department.

Advisers: Members of the department

Adviser for Study Abroad: Lucy Mule

Teacher/Lecturers-Elementary Program

Tiphareth Ananda, Ed.M.

Penny Block, Ed.M.

Gina Bordoni-Cowley, M.Ed.

Elizabeth Cooney, A.B.

Danielle Hall, Ed.M.

Janice Henderson, Ed.M.

Paul Matylas, Ed.M.

Roberta E. Murphy, M.Ed.

Marlene Musante, Ed.M.

Kate Perkins, Ed.M.

Lara Ramsey, Ed.D.

Carol Schroeder, M.A.

Janice Marie Szmazsek, Ed.M.

Thomas M. Weiner, M.Ed.

The Minor

Required courses: EDC 235, Child and Adolescent Growth and Development; EDC 238, Introduction to the Learning Sciences.

Areas of concentration: four courses from an area of concentration. Courses accompanied by an (e) on the following list are electives. The specific courses taken by a student are worked out with a faculty adviser.

a. Special Needs

Adviser: Janice Gatty

EDC 239 Counseling Theory and Education (e)

EDC 248 Individuals with Disabilities

EDC 249 Children With Hearing Loss (e)

EDC 347 Individual Differences Among Learners (e)

EDC 350 Learning Disabilities (e)

b. Child Development/Early Childhood

Adviser: Susan Etheredge

EDC 231 Foundations and Issues of Early Childhood Education

EDC 341 The Child in Modern Society (e)

EDC 345d Elementary Curriculum and Methods (e)

EDC 347 Individual Differences Among Learners (e)

c. Learning and Instruction

Advisers: Rosetta Cohen, Susan Etheredge, Sam Intrator, Alan Rudnitsky

EDC 232 The American Middle School and High School (e)

EDC 334 Telling Stories of Learning and Teaching (e)

EDC 338 Children Learning to Read (e)

EDC 343 Multicultural Education (e)

EDC 345d Elementary Curriculum and Methods (e)

EDC 356 Curriculum Principles and Design (e)

EDC 540 Critical Thinking and Research in Education (e)

EDC 554 Knowing, Thinking and the Design of Learning Environments (e)

d. Middle School or High School

Advisers: Rosetta Cohen, Sam Intrator, Lucy Mule

- EDC 232 The American Middle School and High School
- EDC 342 Growing Up American
- EDC 346 Clinical Internship in Teaching
- EDC 347 Individual Differences Among Learners (e)
- EDC 352 Methods of Instruction

One course from Historical and Philosophical Foundations or Sociological and Cultural Foundations

e. Education Studies

Advisers: Sam Intrator, Lucy Mule

This minor does not require 235 and 238.

Six courses from:

- EDC 200 Education in the City
- EDC 210 Literacy in Cross-Cultural Perspective (e)
- EDC 222 Philosophy of Education
- EDC 232 The American Middle School and High School
- EDC 234 Modern Problems of Education
- EDC 236 American Education
- EDC 237 Comparative Education
- EDC 336 Seminar in American Education
- EDC 342 Growing Up American
- EDC 343 Multicultural Education (e)

Student-Initiated Minor

Requirement: The approval of a faculty adviser, and permission from the members of the department in the form of a majority vote.

Honors

Director: Rosetta Cohen

431 Honors Project

8 credits

Offered first semester each year

432d Honors Project

12 credits

Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Graduate

Advisers: Members of the department

510 Human Development and Education

540 Critical Thinking and Research in Education

552 Perspectives on American Education

554 Knowing, Thinking and the Design of Learning Environments

548 Student Diversity and Classroom Teaching

559 Clinical Internship in Teaching

4 credits

Offered both semesters each year for students pursuing educator licensure at the elementary level.

Offered spring semester 2012 for students pursuing educator licensure at the middle and secondary school levels.

580 Advanced Studies

Open to seniors by permission of the department.

4 credits

Members of the department

Requirements for Programs Leading to Educator Licensure

Smith College offers programs of study in which students may obtain a license enabling them to become public school teachers. Programs of study include the following fields and levels:

- Elementary 1–6 Baccalaureate and Post-Baccalaureate
- Middle School Baccalaureate and Post-Baccalaureate
- Humanities 5–8
- Integrated Science/Mathematics 5–8

Subject Matter Educator Baccalaureate and Post-Baccalaureate

Biology 5–8, 8–12

Chemistry 8–12

Earth Science 5–8, 8–12

English 5–8, 8–12

History 5–8, 8–12

Foreign Language PreK–6, 5–12 French

Foreign Language PreK–6, 5–12 Spanish

Mathematics 5–8, 8–12

Physics 5–8, 8–12

Political Science 5–8, 8–12

Visual Art PreK–8

Subject Matter Educator Baccalaureate

Technology/Engineering 5–12

Post-Baccalaureate Teacher of the Deaf and Hard-of-Hearing (All Levels)

All students seeking Educator Licensure must have a major in the liberal arts and sciences. Students must also meet specific requirements including subject matter appropriate for the teaching field and level, knowledge of teaching, pre-practicum fieldwork and a practicum experience. Students who are anticipating licensure at the elementary level should take two math courses. All students seeking Educator Licensure must take and pass the Massachusetts Tests for Educator Licensure (MTEL). Smith College's pass rate for 2010–11 was 88 percent.

Students interested in obtaining Educator Licensure and in preparing to teach should contact a member of the Department of Education and Child Study as early in their Smith career as possible. Students can obtain a copy of the program requirements for all fields and levels of licensure at the department office in Morgan Hall.

Engineering

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Director of the Picker Engineering Program

Borjana Mikic, Ph.D.

Director of the Design Clinic and Senior Lecturer

Susannah Howe, Ph.D.

Professor

^{***1} Glenn Ellis, Ph.D.

Associate Professors

¹ Judith Cardell, Ph.D.

Andrew Guswa, Ph.D.

Susan Voss, Ph.D.

^{***2} Donna Riley, Ph.D.

^{**2} Paul Voss, Ph.D.

Assistant Professor

^{***1} Denise McKahn, Ph.D.

Lecturer

Cloelle Sausville-Giddings

To adequately address the challenges facing society in the 21st century, there is a critical need for broadly educated engineers who can demonstrate adaptability to rapidly changing technologies and to increasingly complex multinational markets. Engineers must have the understanding needed to address the cultural, political and economic realities of our times along with the technical depth to appropriately frame complex problems using ethical reasoning. The preparation for such a path is argued to be best achieved in a liberal arts setting.

At Smith, the engineering degrees offered are based on rigorous plans of study integrated with the liberal arts and sciences. There are two possible paths for the study of engineering at Smith College. The first is the ABET-accredited bachelor of science in engineering science, and the second is the bachelor of arts in engineering arts. More detailed information about both degree options can be found after the course descriptions in this section of the catalogue.

The Picker Engineering Program's educational objective is to produce graduates who will a) incorporate their knowledge and understanding of the natural sciences, humanities and social sciences in the application of their engineering education; b) apply their engineering education in service to humanity; c) enter an engineering profession or graduate school; d) consider the impact of their professional actions on society; e)

demonstrate leadership in their personal and professional endeavors; f) engage in continuous learning.

Prior to graduation, all students majoring in engineering are strongly encouraged to take the Fundamentals of Engineering Exam (FE), which is administered by the National Council of Examiners for Engineering and Surveying.

100 Engineering for Everyone

EGR 100 serves as an accessible course for all students, regardless of background or intent to major in engineering. Engineering majors are required to take EGR 100 for the major, however. Those students considering majoring in engineering are strongly encouraged to take EGR 100 in the fall semester. Students will develop a sound understanding of the engineering design process, including problem definition, background research, identification of design criteria, development of metrics and methods for evaluating alternative designs, prototype development and proof of concept testing. Working in teams, students will present their ideas through oral and written reports. Reading assignments and in-class discussions will challenge students to critically analyze contemporary issues related to the interaction of technology and society. **(N)** 4 credits
Paul Voss, Cloelle Sausville-Giddings, Fall 2011
Donna Riley, Spring 2012
Offered every Fall and Spring

110 Fundamental Engineering Principles

(Formerly EGR 260). The design and analysis of engineered or natural systems and processes relies on a command of fundamental scientific and engineering principles. This course provides an introduction to these fundamental underpinnings through a study of the conservation of mass, energy and charge in both steady and transient conditions with non-reactive systems. Specific topics covered will include a review of process variables and their relationships, open and closed systems, differential and integral balances and basic thermodynamics. Prerequisites: MTH 112 or 114 (may be concurrent). **{N}** 4 credits

Cloelle Sausville-Giddings

Offered every Spring

191D Engineering Forum

This course is a forum for discussion on a broad range of topics related to engineering with the goal of introducing students to the engineering profession and its associated fields of influence. The forum is intended to engage the student with engineering practitioners. An additional goal of the forum is to provide an atmosphere for engineering students at all levels to interact and learn from one another. 1 credit

To be determined

Not offered 2011–12

205 Science, Technology and Ethics

This course draws on readings from philosophy, science and technology studies, feminist and postcolonial science studies, and engineering to examine topics including technology and control, science and social inequality, and the drive toward production and consumption on increasingly large, cheap, fast, automated and global scales. Which new models of science and engineering can change who decides how science and engineering are done? Who can participate in the scientific enterprise, and what problems are legitimately addressed? Some course experience in one or more of the following is required: philosophy and ethics, the study of women and gender, or science and engineering. Enrollment limited to 15. **{N/S}** 4 credits

Donna Riley

Not offered 2011–12

220 Engineering Circuit Theory

Analog and digital circuits are the building blocks of computers, medical technologies and all things electrical. This course introduces both the fundamental principles necessary to understand how circuits work and mathematical tools that have widespread applica-

tions in areas throughout engineering and science.

Topics include Kirchhoff's laws, Thévenin and Norton equivalents, superposition, responses of first-order and second-order networks, time-domain and frequency-domain analyses, frequency-selective networks. Prerequisites: PHY 117, PHY 210 or equivalent (PHY 210 can be co-requisite) or permission of the instructor. Required laboratory taken once a week. **{N}** 4 credits

Susan Voss

Offered every Fall

270 Engineering Mechanics

This is the first course in a two-semester sequence designed to introduce students to fundamental theoretical principles and analysis of mechanics of continuous media, including solids and fluids. Concepts and topics to be covered in this course include conservation laws, static and dynamic behavior of rigid bodies, analysis of machines and frames, internal forces, centroids, moment of inertia, vibrations and an introduction to stress and strain. Prerequisite: PHY 117, MTH 112 (or the equivalent) or permission of the instructor. Required laboratory taken once a week. **{N}** 4 credits

Glenn Ellis

Offered every Fall

290 Engineering Thermodynamics

Modern civilization relies profoundly on efficient production, management and consumption of energy. Thermodynamics is the science of energy transformations involving work, heat and the properties of matter. Engineers rely on thermodynamics to assess the feasibility of their designs in a wide variety of fields, including chemical processing, pollution control and abatement, power generation, materials science, engine design, construction, refrigeration and microchip processing. Course topics include first and second laws of thermodynamics, power cycles, combustion and refrigeration, phase equilibria, ideal and nonideal mixtures, and conductive, convective and radiative heat transfer. Prerequisites (or co-requisites): EGR 110 (formerly 260) and PHY 210 (or the equivalents) or permission of the instructor. **{N}** 4 credits

Donna Riley

Offered every Fall

312 Atmospheric Processes

The atmosphere is among the most critically important parts of our environment. Atmospheric processes control our weather and climate, provide the nutrients for nearly all life on earth, and determine the quality of the air we breathe. This course explores key topics

including atmospheric circulation, global warming, stratospheric ozone depletion and urban air pollution. How does ground-level ozone form, and why is it harmful to people and agriculture? What are high pressure systems, and why are they associated with fair weather? How do clouds form, and what impact do they have on our climate? What instruments are being used to measure the properties of the atmosphere, and how do these instruments work? This course is recommended for anyone with a solid grounding in math and science and will be of interest to all students who want a better understanding of the environment. Prerequisites: CHM 111, EGR 110 (formerly 260) and EGR 374 (co-requisite) or permission of the instructor. 4 credits

Paul Voss

Offered Fall 2011

315 Ecohydrology

This course focuses on the measurement and modeling of hydrologic processes and their interplay with ecosystems. Material includes the statistical and mathematical representation of infiltration, evapotranspiration, plant uptake and runoff over a range of scales (plot to watershed). The course will address characterization of the temporal and spatial variability of environmental parameters and representation of the processes. The course includes a laboratory component and introduces students to the Pioneer Valley, the cloud forests of Costa Rica, African savannas and the Florida Everglades. Prerequisites: MTH 112 or 114 and MTH 245 or 241. 4 credits

Andrew Guswa

Offered Spring 2012

320 Signals and Systems

The concepts of linear system theory (e.g., Signals and Systems) are fundamental to all areas of engineering, including the transmission of radio signals, signal processing techniques (e.g., medical imaging and speech recognition), and the design of feedback systems (e.g., in automobiles and power plants). This course will introduce the basic concepts of linear system theory, including convolution, continuous and discrete time Fourier analysis, Laplace and Z transforms, sampling, stability, feedback, control and modulation. Examples will be utilized from electrical, mechanical, biomedical, environmental and chemical engineering. Required concurrent laboratory. Prerequisites: EGR 220 and PHY 210. **(M)** 4 credits

Susan Voss

Not offered 2011–12

322 Acoustics

Acoustics describes sound transmission through solids and fluids; the focus of this course is sound transmission through air. This course provides an overview of the fundamentals of acoustics, including derivation of the acoustic wave equation; the study of sound wave propagation (plane and spherical waves); the study of sound transmission through pipes, waveguides, and resonators; impedance analogies; an overview of the acoustics related to the human auditory system and an introduction to room acoustics. The course includes several short hands-on experiments to help understand the relevant concepts. Prerequisite: 220. Enrollment limited to 12. **(N/M)** 4 credits

Susan Voss

Offered Spring 2012

325 Electric Power Systems

Wind and solar energy? Power generation from coal and nuclear fuel? What are our options for maintaining the high standard of living we expect, and also for electrifying developing regions? How can we make our energy use less damaging to our environment? This course introduces students to the field of electric power, from fuel sources, energy conversion technologies (renewable, hydro, nuclear and fossil), electricity transmission and ultimate end-use. Topics include analysis and simulation of power systems, discussions of emerging smart grid technologies, as well as policy, environmental and societal aspects of energy use. A short project allows students to select and explore individual technologies or a small power system in more depth. Prerequisite: 220. **(N)** 4 credits

Judith Cardell

Not offered 2011–12

326 Dynamic Systems and Introduction to Control Theory

Dynamic systems are systems that evolve with time. They occur all around us, throughout nature and the built environment. Understanding dynamic systems leads to the ability to control them, so that they behave according to the engineer's design. This course introduces students to both linear dynamic system and modern control theories, so that students will be able to design and control simple dynamic systems. Through design projects, students gain practical experience in designing a simple controller for a dynamic system. Prerequisites: 220, CSC 111 and basic linear algebra from courses such as PHY 210 or MTH 211. **(N)** 4 credits

Judith Cardell

Offered Spring 2012

330 Engineering and Global Development

This course examines the engineering and policy issues around global development, with a focus on appropriate and intermediate technologies. Topics include water supply and treatment, sustainable food production, energy systems and other technologies for meeting basic human needs. Students will design and build a prototype for an intermediate technology. This course is designed to be multidisciplinary, with students building on prior course work in each of their respective disciplines. Prerequisites for engineering majors are two of EGR 220, 270 and 290. The prerequisite for non-engineering majors is one or more prior courses in globalization and/or development studies. All majors are welcome. (E) **{N}** 4 credits

Donna Riley

Offered Fall 2011

333 Technological Risk Assessment and Communication

Risk abounds in our everyday life; technology can play a central role in both inducing and reducing risk. This course covers topics in risk analysis including risk assessment (modeling and estimating risks), risk abatement (strategies and technologies for reducing risk), and risk management (public or private processes for deciding what risk levels are acceptable). We will examine the psychology of risk perception, judgment and decision making, and human factor issues in engineering design that increase or reduce risk. Students will develop an understanding of the complex relationships between risk and benefit, and learn to design and evaluate risk communication materials. Prerequisite: MTH 241 or some other introduction to probability or permission of the instructor. The course relies on some knowledge of basic probability. **{S/N}** 4 credits

Donna Riley

Not offered 2011–12

340 Geotechnical Engineering

What is quicksand, and can you really drown in it? Why is Venice sinking? In this class students will be introduced to the engineering behavior of soil within the context of a variety of real world applications that include constructing dams, roads and buildings; protecting structures from earthquake and settlement damage; and preventing groundwater contamination. Topics to be covered include soil classification, permeability and seepage, volume changes, effective stress, strength and compaction. We will use a variety of approaches to learning, including discussion, hands-on

activities, labs, projects, field trips and in-depth explorations of topics chosen by the students. Prerequisite: EGR 270 or GEO 241 or permission of instructor. **{N}** 4 credits

Glenn Ellis

Not offered 2011–12

346 Hydrosystems Engineering

Through systems analysis and design projects, this course introduces students to the field of water resources engineering. Topics include data collection and analysis, decision making under uncertainty, the hydrologic cycle, hydropower, irrigation, flood control, water supply, engineering economics and water law. Prerequisites: MTH 112 or 114, EGR 374 (or permission of the instructor). 4 credits

Andrew Guswa

Not offered 2011–12

363 Mass and Heat Transfer

This upper-level course introduces the processes and accompanying mathematical representations that govern the transport of heat and mass, including advection, dispersion, adsorption, conduction, convection and radiation. Applications include environmental transport and mixing, cooling and heat exchange, and separation processes. Prerequisites: EGR 110 (formerly 260), EGR 290 and EGR 374 or permission of instructor. **{N}** 4 credits

Andrew Guswa

Offered every Fall

372 Advanced Solid Mechanics and Failure Analysis

Building on the fundamentals of solid mechanics and materials science introduced in EGR 375, this course provides students with an advanced development of techniques in failure analysis, including static failure theories, fatigue life prediction and linear elastic fracture mechanics. These techniques are used in many aspects of mechanical design and the evaluation of structural integrity. Prerequisite: EGR 375 or equivalent. **{N}** 4 credits

Borjana Mikic

Not offered 2011–12

373 Skeletal Biomechanics

Knowledge of the mechanical and material behavior of the skeletal system is important for understanding how the human body functions, and how the biomechanical integrity of the tissues comprising the skeletal

system are established during development, maintained during adulthood and restored following injury. This course will provide a rigorous approach to examining the mechanical behavior of the skeletal tissues, including bone, tendon, ligament and cartilage. Engineering, basic science and clinical perspectives will be integrated to study applications in the field of Orthopaedic Biomechanics. Enrollment limited to 16. Prerequisites include EGR 375 and BIO 150 or BIO 152 or permission of the instructor. **{N}** 4 credits

Borjana Mikic

Offered Fall 2011

374 Fluid Mechanics

This is the second course in a two-semester sequence designed to introduce students to fundamental theoretical principles and analysis of mechanics of continuous media, including solids and fluids. Concepts and topics to be covered in this course include intensive and extensive thermophysical properties of fluids, control-volume and differential expressions for conservation of mass, momentum and energy, dimensional analysis, and an introduction to additional topics such as aerodynamics, open-channel flow, and the use of fluid mechanics in the design process. Required concurrent laboratory. Prerequisite: EGR 270. **{N}** 4 credits

Paul Voss

Offered every Spring

375 Strength of Materials

This course introduces students to the fundamentals of mechanics of materials from a static failure analysis framework. Structural behavior will be analyzed, along with the material and geometric contributions to this behavior. Lecture topics will be complemented with hands-on project work designed to help students make connections between the theoretical and experimental behavior of materials. Prerequisite: EGR 270. **{N}** 4 credits

Borjana Mikic

Offered every Spring

377 Aerial Vehicle Design

Remotely piloted and autonomous aircraft are increasingly being used in scientific research, agriculture, disaster mitigation and national defense. These small and efficient aircraft offer major environmental benefits while, at the same time, raise complex ethical and policy issues. This course introduces the rapidly growing field of aerial vehicle design and low-Reynolds

number aerodynamics through a major project in which students will design, fabricate and test a remotely piloted aircraft. Prerequisites: EGR 374, CSC 111 and either EGR 220 or CSC 270 or permission of the instructor. Enrollment limited to 18 students. (E) 4 credits

Paul Voss

Not offered 2011–12

388 Photovoltaic and Fuel Cell System Design

This course applies fundamental principles of thermodynamics, electrochemistry and semi-conductor physics to the design, modeling and analysis of renewable energy power systems. Concepts to be covered in this course include extraterrestrial radiation, solar geometry, atmospheric effects, polarization curve characteristics, system components and configurations, stand-alone and hybrid system design and load interactions. This course applies these theoretical concepts in a laboratory setting involving the design and testing of fuel cell and photovoltaic systems. Prerequisites: EGR 220, CHM 111, EGR 290 (may be concurrent). **{N}** 4 credits

Denise McKahn

Not offered in 2011–12

389 Techniques for Modeling Engineering Processes

The goal of this course is to introduce students to several approaches used to model, understand, simulate and forecast engineering processes. One approach to be covered is the use of artificial neural networks—a branch of artificial intelligence (AI) with connections to the brain. Other approaches to be covered are based on probability and statistics and will include autoregressive integrated moving average (ARIMA) processes. Although students will learn about the theory behind these approaches, the emphasis of the course will be on their application to model processes throughout the field of engineering. Some examples include earthquake ground motion, financial markets, water treatment and electrical systems. Acknowledging the interdisciplinary nature of AI, students will also investigate the possibilities of machine consciousness. Prerequisite or co-requisite: MTH 241 or 245. **{N}** 4 credits

Glenn Ellis

Not offered 2011–12

390: Advanced Topics in Engineering

Topic: Communications and Wireless Sensor Networks. Our world is being transformed by networked communications, in terms of both engineering

advances and social, political and economic interactions. Underlying this transformation are three major technologies: computer networks, wireless communications and sensors. This course will introduce students to the theory and implementation of these technologies, including an overview of the OSI protocol stack, more focused study of the 802.11 and Zigbee wireless protocols, and the use of basic sensors as controlled by microprocessors. Students will also analyze and debate privacy and security concerns, as well as the social, political and economic benefits of these technologies. Students will participate in designing and implementing a small wireless sensor network on the Smith campus, using this test bed as the means to gain a deeper understanding of the technologies and the issues they raise. Prerequisites: CSC 111, EGR 220 or permission of instructor. 4 credits

Judith Cardell

Offered Spring 2012

400 Special Studies

Available to sophomore students with permission of their major adviser and the engineering department. Variable credit 1–4 as assigned

410D Engineering Design Clinic

This two-semester course leverages students' previous course work to address an actual engineering design problem. Students collaborate in teams on real-world projects sponsored by industry and government. These projects are supplemented by course seminars to prepare students for engineering design and professional practice. Seminars include such topics as the engineering design process, project management, team dynamics, engineering economics, professional ethics and responsibility, regulations and standards, technical and professional communication, universal design, work/life balance and sustainability. Regular team design meetings, weekly progress reports, interim and final reports and multiple presentations are required. Prerequisite: EGR 100 and senior standing in Engineering or permission of the instructor. 8 credits

Susannah Howe

Offered both semesters each year

The Major—Bachelor of Arts in Engineering Arts

Advisers: Members of the Picker Engineering Program

The Purpose of the Bachelor of Arts in Engineering Arts

The bachelor of arts in engineering arts is offered for those students who recognize the increasing importance of science and technology in today's world and want to better understand the engineer's role in service to humanity. Note that the bachelor of science in engineering is the only ABET-accredited degree; the bachelor of arts is offered for those students who do not intend to pursue professional practice as engineers.

The Importance of the Liberal Arts

The possibilities of coupling the bachelor of arts in engineering arts with other disciplines are boundless. The bachelor of arts in engineering coupled with a focused set of studies in the liberal arts is a particularly well-suited course of study for preparing students to address the complexities of the world in which we live.

A Statement of Focus

Each student intending to major in engineering arts must prepare a short statement of academic focus that identifies the student's educational objectives and accompanies the declaration of the major at the end of the student's sophomore year. The statement will detail the student's choice of approximately six courses outside of engineering that provide a coherent context for the major in engineering arts, both in terms of the understanding of engineering and of the student's educational objectives.

Examples of potential focus areas outside of engineering include architecture or landscape studies, education, public policy, economics, energy policy, ethics or global development. With respect to engineering and education, students pursuing the B.A. in Engineering Arts could work toward a teaching certificate. Smith College has a licensure program for technology-engineering for grades 5–12 through the Department of Education and Child Study that is transferable to other states.

Requirements for the Major—B.A., Engineering Arts

Science Sequence: PHY 117 and one other science course¹

Math: MTH 111 and 112 or 114 (or equivalent) and PHY 210²

Engineering Core: EGR 100, 110 (formerly 260), 220, 270 and 290

Engineering Electives: Two 300-level or higher engineering courses. Course substitutions require approval of the student's adviser and the Director of Engineering.

Statement of Focus: A statement of focus is required for the major. Advisers will assist the student in selecting a coherent course sequence.

The major requires a total of 12 courses (or the equivalent).

¹ Physics 117 is a prerequisite for EGR 270. The other science course is to be chosen by the student upon consultation with her major adviser.

² These mathematics courses are prerequisites for the required B.A. engineering core.

The Major—Bachelor of Science in Engineering Science

Advisers: Members of the department

Smith offers an undergraduate curriculum leading to an ABET-accredited degree in engineering science, the broad study of the foundational scientific and engineering principles that govern the practice of all engineering disciplines. The B.S. degree program is accredited by the Engineering Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012, telephone: (410) 347-7700. The American Society for Engineering Education, identifying the critical need for broadly educated engineers, points out that the design of an engineering curriculum should "recognize the pitfalls of overspecialization in the face of an increasing demand for graduates who can demonstrate adaptability to rapidly changing technologies and to increasingly complex multinational markets."

An integral component of the program is the continuous emphasis on the use of engineering science principles in design. This culminates in a final design project that incorporates broad-based societal aspects. Students are encouraged to pursue a corporate

or research internship to supplement their classroom instruction.

Engineers must be able to communicate effectively and work in team settings. Smith's highly regarded writing intensive first-year curriculum will ensure that engineering students begin their engineering curriculum with appropriate communication skills that will be refined during the remainder of their studies. Virtually every engineering course offered at Smith incorporates elements of teamwork and oral/written communication.

Requirements for the Major—B.S. Engineering Science

Math: MTH 111 and 112 (or 114), PHY 210, MTH 241 or 245; select one from MTH 211, 212 or 222¹

Physics: PHY 117³, PHY 118³

Chemistry: CHM 111 or higher

Computer Science: CSC 111

Engineering Core: 100, 110 (formerly 260), 220, 270, 290; select three from 320, 326, 363, 374 and 375; and 410 (8-credit Design Clinic)

Technical Electives: Three EGR electives, two of which must be at the 300-level or higher⁴

It is strongly recommended that students complete all math, science, and 100- and 200-level EGR core requirements before the end of the first semester of junior year.

¹ Physics 210 will be accepted as the prerequisite for MTH 222 in lieu of MTH 212.

² Physics 117 is required for the major; however, students may meet this course requirement when guided to take Physics 115 and the one week engineering-physics problem-solving course offered during fall orientation period.

³ Normally students will take PHY 118. However, students may petition to substitute a science course in another discipline that is required for the major in that discipline. This petition must be approved by your adviser and the program director.

⁴ Students are required to demonstrate reasonable technical depth by developing a sequence of three thematically related engineering electives (two of which must be at the 300 level or higher) selected in consultation with the student's adviser and with a short proposal outlining the rationale.

Liberal Arts Breadth

Students are required to demonstrate breadth in their curriculum by either:

1. fulfilling the Latin Honors distribution requirements;
2. fulfilling the requirements for another major or minor within Div I or Div II; or
3. submitting a cogent proposal describing an alternative approach, including all courses that the student will take to acquire curricular breadth for consideration and approval by the engineering faculty and program chair.

Students are strongly encouraged to take an additional course in the natural sciences (biology, geosciences).

Mathematical Skills

Students will be assessed during the first semester for their mathematical skills and comprehension. An interterm math skills studio (MTH 103) as well as math skills workshops offered by the Spinelli Center for Quantitative Learning will be strongly recommended for students whose math assessment scores are low.

Additionally, a one-week engineering-physics problem-solving course is offered during orientation period each fall. Students who have been advised to take PHY 115 instead of PHY 117 (based on their math assessment results) or who receive a C+ or below in PHY 117 are required to take this one-week course.

The Engineering Minor

Some students may wish to minor in engineering to complement their major and supplement their education.

Major advisers also serve as advisers for the minor. The requirements for the minor in engineering comprise a total of five (5) courses. These courses must include:

1. EGR 100
2. PHY 117
3. One course from PHY 210, MTH 211, MTH 212, MTH 222, MTH 241, MTH 245, EGR 110 (formerly 260), EGR 220, EGR 270, EGR 290
4. One course from EGR 110 (formerly 260), EGR 220, EGR 270, EGR 290, EGR 320, EGR 326, EGR 363, EGR 374, EGR 375
5. One course from EGR 312, EGR 315, EGR 320, EGR 325, EGR 326, EGR 330, EGR 333, EGR 340,

EGR 346, EGR 363, EGR 372, EGR 373, EGR 374, EGR 375, EGR 377, EGR 388, EGR 389, EGR 390, EGR 410D and other 300-level EGR courses as they are added

Note: MTH 111 and MTH 112 or MTH 114 are prerequisites to certain courses listed above. No more than one course designed primarily for non-majors may be included.

Princeton–Smith Exchange

An exchange program between Princeton University and Smith College permits students from Smith's Picker Engineering Program to study at Princeton and engineering students from Princeton to study at Smith. Both programs share the goal of producing leaders for the 21st century and the belief that successful engineers can identify the needs of society and direct their talents toward meeting them. This program is available to students in the spring semester of their sophomore or junior year.

Prior to applying for admission to the program, a student will discuss the course and research opportunities with her academic adviser. Applications must be submitted to the faculty adviser to the Princeton Exchange by October 20. If accepted, the Smith student must submit a leave of absence form to her class dean by December 1.

Faculty Adviser to the Princeton Exchange

Andrew Guswa

Honors

Director: Susannah Howe

430d Honors Project

8 credits

Full-year course; Offered each year

432d Honors Project

12 credits

Full-year course; Offered each year

Please consult the director of honors or the program Web site for specific requirements and application procedures.

English Language and Literature

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

Carol Christ, Ph.D.
^{**1, **2} Dean Scott Flower, Ph.D.
^{**1, **2} William Allan Oram, Ph.D.
 Jefferson Hunter, Ph.D.
 Douglas Lane Patey, Ph.D.
 Charles Eric Reeves, Ph.D.
 Sharon Cadman Seelig, Ph.D.
 Michael Gorra, Ph.D.
 Richard Millington, Ph.D., *Chair*
 Nora F. Crow, Ph.D.
^{**2} Craig R. Davis, Ph.D.
 Patricia Lyn Skarda, Ph.D.
 Naomi Miller, Ph.D.
^{**2} Nancy Mason Bradbury, Ph.D.
^{**2} Cornelia Pearsall, Ph.D.
^{*1} Luc Gilleman, Ph.D.
 Michael Thurston, Ph.D.
² Gillian Murray Kendall, Ph.D.

Professor-in-Residence

Paul Alpers, Ph.D.

Elizabeth Drew Professor

Elinor Lipman

Grace Hazard Conkling Writer-in-Residence

^{*2} Annie Boutelle, Ph.D.

Joan Leiman Jacobson Visiting Nonfiction Writer

Russ Rymer

Associate Professors

Ambreen Hai, Ph.D.
 Floyd Cheung, Ph.D.

Assistant Professor

Andrea Stone, Ph.D.

Senior Lecturer

^{**1} Robert Ellis Hosmer Jr., Ph.D.

Lecturers

Julio Alves, Ph.D.
 Holly Davis, M.A.
 Sara Eddy, Ph.D.
 Peter Sapira, M.F.A.
 Ellen Doré Watson, M.F.A.
 Samuel Scheer, M.Phil.
 Maya Janson, M.F.A.
 Joel Anderson, M.S., M.F.A.
 Caryl Casson, M.A.
 Christopher DeWeese, M.F.A.
 Sarah Gilleman, M.A.
 Margaret Thacher, M.S.

The purpose of the English major is to develop a critical and historical understanding of the English language and of the literary traditions it has shaped in Britain, in the Americas and throughout the world. During their study of literature at Smith, English majors are also encouraged to take allied courses in classics, other literatures, history, philosophy, religion, art and theatre. Fuller descriptions of each term's courses, faculty profiles, and other important information for majors and those interested in literary study can be found on the department's Web page, accessible via the Smith College home page.

Most students begin their study of literature at Smith with English 120 or a first-year seminar before

proceeding to one of the courses—199, 200, 201 and 231—that serve as a gateway for the major. First-year students who have an English Literature and Composition AP score of 4 or 5, or a score of 710 on the Critical Reading portion of the SAT, may enter one of the gateway courses in the fall semester. In 2011–12, all the gateway courses will be writing-intensive. Those first-year students who have taken a gateway course in the fall may, after consultation with the instructor, elect a 200-level class beyond the gateway in the spring.

To assist students in selecting appropriate courses, the department's offerings are arranged in Levels I–V, as indicated and explained below.

Level I

Courses numbered 100–199: introductory courses, open to all students. In English 118 and 120, incoming students have priority in the fall semester, and other students are welcome as space permits.

First-Level Courses in Writing

ENG 118 may be repeated, but only with a different instructor and with the permission of the director. Students who received scores of 4 and 5 on the Advanced Placement tests in English Language and Composition and English Literature and Composition may receive 4 credits each, providing they do not take English 118.

118 Colloquia in Writing

In sections limited to 15 students each, this course primarily provides systematic instruction and practice in reading and writing academic prose, with emphasis on argumentation. The course also provides instruction and practice in conducting research and in public speaking. Bilingual students and non-native speakers are especially encouraged to register for sections taught by Holly Davis. Priority will be given to incoming students in the fall-semester sections. Course may be repeated for credit with another instructor. 4 credits

Director: Julio Alves

Sections as listed below:

The Politics of Language

Reading, thinking and writing about the forces that govern and shape language. A series of analytical essays will focus on issues such as political correctness, obscenity, gender bias in language and censorship. Bilingual students and non-native speakers are especially encouraged to register for this section. WI 4 credits

Holly Davis

Offered Fall 2011, Spring 2012

Riding the Wave: The Women's Movement, 1968–79

Reading and writing about the women's movement of the late 1960s and 1970s, often called Second Wave Feminism. Readings will include primary documents, secondary sources and statistical data. Writing will include scholarly essays, biography and mixed genres. Regular library research and oral presentations. (E) WI 4 credits

Julio Alves

Offered Fall 2011

Writing About Science

Reading and writing about current scientific topics. Readings will include examples of excellent science writing in the popular press and professional journals. Writings will include scholarly essays, op/ed pieces and data analysis. Oral presentation and library research. Enrollment limited to 15. (E) WI 4 credits

Meg Lysaght Thacher

Offered Fall 2011

No, Seriously... What's So Funny? Writing About Humor

Nietzsche called maturity the rediscovered seriousness of a child at play. What is the meaning of comedy, in light of this "seriousness of the child at play"? Why do we laugh, at what, and in what way? How do we distinguish silly comedy from serious comedy? This course will examine such questions on comic platforms including film, music, videos, short stories and cartoons. We will explore the "structure" of the comic moment as viewer or listener encounters surprise, transgression or enchantment, especially in 20th-century comedy, and the affectivity of the comic encounter from pure "clowning" to savage social commentary. (E) WI 4 credits

Peter Sapira

Offered Fall 2011, Spring 2012

Writing the Self: Identity and Auto/biography

Reading and writing about representations of the self, the way a text expresses an author's identity through its style as well as through its substance. How reliably does a text communicate its author's intentions, and how is the act of writing like a search for the self? How does the production of text resemble the construction of identity? Readings include autobiography and biography, interviews, stand-up comedy performances, manifestos, cultural criticism and one play. Writing will include expository and argumentative essays, synthesis of scholarly criticism and a biographical research paper. Enrollment limited to 15. (E) WI 4 credits

Sarah Gillean

Offered Fall 2011

Total Noise: Going Deaf in the Information Age

It's easy to be overwhelmed by the volume of our culture's incessant chatter: 24-hour cable news, talk radio, political blogs. How do we begin to process any of it, let alone the fine points, in this time of total noise? Readings will cover a range of topics (torture, gun control, stage fright, dog training, the ethics of charitable giv-

ing). The point is to study and emulate how successful writers write, think, clarify, and engage readers on a level above the overwhelming din. Enrollment limited to 15. (E) WI 4 credits

Joel Anderson

Offered Fall 2011, Spring 2012

Language and Power

PENDING CAP APPROVAL

Language can enslave us or it can set us free, so it is vital that we learn to be its masters. Because reading and writing go hand in hand, students will sharpen their skills as powerful writers through analysis of the works of some of the world's most provocative writers and thinkers. As students practice their own skills, they will consider how education, class, race and gender can affect the struggle to make our voices heard. Enrollment limited to 15. (E) WI 4 credits

Caryl Casson

Offered Fall 2011, Spring 2012

Fakes, Forgeries and Imposters

PENDING CAP APPROVAL

In this course, we will explore the ways in which hoaxes, impersonations and forgeries illuminate the cultural imaginations that enable their success. What does it say about us when we are taken in by a hoax? How do entrenched societal ideas about art, history, and literature allow fakers to fool the public? Assignments will include analytical essays, research papers and oral presentations. Enrollment limited to 15. (E) WI 4 credits

Christopher DeWeese

Offered Fall 2011, Spring 2012

119 Writing Roundtable

Students hone their writing skills (defined broadly to include critical thinking, research and documentation, argument development and mastery of written English) as they enhance their understanding of an issue of current import and consequence. They read and write in a variety of genres (ranging from experience narratives to academic essays) and supplement their required reading with excursions to scholarly and cultural venues at Smith. Priority given to first years and sophomores. Prerequisite: one WI course or permission of the instructor. Enrollment limited to 15. (E) WI 4 credits

Topic: What's for Dinner? Writing About Food

Michael Pollan writes in *Omnivore's Dilemma* that the U.S. suffers from a "national eating disorder"—that essentially, we don't know what to eat. This course examines that confusion, considering which of the many diets available to us—vegan, slow food, locavore—is truly healthy; what roles ethnicity, gender and class play in our choices; and how pervasive hunger is in the U.S. Students read from the spectrum of food writing, and hone their own writing in a variety of genres ranging from academic essays to restaurant reviews. Prerequisite: one WI course or permission of the instructor. Enrollment limited to 15. (E) WI

Sara Eddy

Offered Fall 2011

Topic: Poverty

What defines poverty in the U.S. and abroad? Who defines it? How do we best improve the lives of the poor? What's the relationship between poverty and gender? Which anti-poverty programs work and which don't? These are a few of the questions students write about in this course as they hone their writing skills. The readings include academic essays, organizational documents, newspaper articles, narrative journalism and personal experience narratives. The course makes use of resources in the Smith libraries, the Sophia Smith Collection and the Smith College Museum of Art. Enrollment limited to 15. (E) WI 4 credits

Julio Alves

Offered Spring 2012

First-Year Seminars

For course descriptions, see First-Year Seminar section

FYS 101 Envisioning the Wasteland

Eric Reeves

Offered Fall 2011

FYS 118 Groves of Academe

Patricia Skarda

Offered Fall 2011

FYS 162 Ambition and Adultery

Michael Gorra

Offered Fall 2011

FYS 165 Childhood in African Literature*Katawiwa Mule (Comparative Literature)*

Offered Fall 2010

FYS 175 Love Stories*Ambreen Hai*

Offered Fall 2011

FYS 189 Utopia and Human Nature*William Oram*

Offered Fall 2011

FYS 196 Re-Imagining Shakespeare for Children*Naomi Miller*

Offered Fall 2011

First-Level Courses in Literature**112 Reading Contemporary Poetry**

This course offers the opportunity to read contemporary poetry and meet the poets who write it. Class sessions alternate with readings by visiting poets. Graded SU only. Course may be repeated. 2 credits

Floyd Cheung

Offered Fall 2011, Spring 2012

120 Colloquia in Literature

Each colloquium is conducted by means of directed discussion, with emphasis on close reading and the writing of short analytical essays. Priority will be given to incoming students in the fall-semester sections of the colloquia. Other students should consult the course instructor about possible openings. Enrollment in each section limited to 20. 4 credits

The Gothic in Literature

Terror, guilt and the supernatural in novels, tales and poems from the 18th to the 20th century. Authors include Walpole, Lewis, Austen, Coleridge, Mary Shelley, Byron, Charlotte Brontë and James. WI {L}

Nora F. Crow

Offered Fall 2011

Modern Irish Writing

An introduction to the major Irish poets and storytellers of the 20th century, with some attention to drama and autobiography. Readings in Joyce, Yeats, Beckett, Frank O'Connor, Edna O'Brien, Heaney, Kavanagh and others. WI {L}

Dean Flower

Offered Fall 2011

Reading and Writing Short Poems

A course in the nuts and bolts of poetry. We will look at poems and study their techniques (sound patterns, image development, form). We will write and revise our own poems, using these techniques. Poets include Matsuo Basho, Christopher Smart, Walt Whitman, Gwen-dolyn Brooks, Eavan Boland, Li-Young Lee. WI {L}

Maya Janson

Offered Fall 2011

Reading and Writing Short Stories

Reading of short stories from the point of view of the would-be writer, with special attention to such problems as dialogue, narration, characterization and style. Writing includes analysis, imitation or parody, and original stories. WI {L}

Gillian Kendall

Offered Spring 2012

Ghost Stories

Discussion of the traditions and conventions of the ghost story as practiced chiefly by British writers in the 19th and 20th centuries, emphasizing problems of the craft, i.e., what are the deeper reasons—psychological, spiritual, moral or other—that draw writers and readers to the genre. Study of such veteran practitioners as Charles Dickens, Sheridan Le Fanu, M.R. James, Rudyard Kipling, L.P. Hartley, Muriel Spark, Elizabeth Bowen, Penelope Fitzgerald and others. WI {L}

Cornelia Pearsall

Offered Spring 2012

Damaged Gods: Myths and Legends of the Vikings

A reading of poems and prose tales about the Norse divinities and their cults in the Viking age (CE 800–1100), preserved mainly in Icelandic but also in Arabic, German, Latin and Old English. We will explore the worldview and value system of this unique religion, from the creation of the world by desperate gods to their defeat at the end of time. We will examine relations, often violent but sometimes comic, between groups of highly intelligent, vulnerable beings: men and women, gods and giants, Æsir and Vanir—trolls, elves, dwarfs, witches, valkyries and various classes of human being, living and dead. WI {L}

Craig Davis

Offered Spring 2012

The Uses of Storytelling

Stories entertain us, but they also teach, convert, mislead, mystify and console us; they shape the way we

think, and maybe even keep us alive. Readings include a wide variety of narratives from different periods and settings, nonliterary as well as literary. WI **[L]**

Nancy Bradbury

Offered Spring 2012

Literatures of the American West

We often think of western American literature as persistently white, male, and rugged—but “rugged” may be the only accurate item of that description. This course will explore the remarkable racial and ethnic diversity of frontier-era literature, emphasizing the mythology of masculinity, whiteness and “Americanness” as it is written and rewritten in cowboy and settler tales set in the 19th- and early 20th-century Great Plains and California. Authors include Willa Cather, Sui Sin Far, Mark Twain, Bret Harte, Zitkala-Sa, Laura Ingalls Wilder and Cormac McCarthy. WI **[L]**

Sara Eddy

Offered Spring 2012

The Fictions of Women's Lives

In the construction of life narratives, how much fact is there in fiction, how much fiction in fact? And what kinds of patterns do we find in the representation of women's lives, whether autobiographical or explicitly fictional? We'll read a series of narratives, mostly by women authors, beginning with several early autobiographical examples (Anne Halkett, Lucy Hutchinson, Margaret Cavendish), move to a novel (*Moll Flanders*) that claims to be a true account; and then move to more explicitly fictional fashionings by Jane Austen, Charlotte Brontë, Virginia Woolf and Marilynne Robinson. WI **[L]**

Sharon Seelig

Offered Spring 2012

131 Reading *Moby Dick*

This course offers the opportunity to read and think through one of the most interesting and important novels of all time: *Moby Dick* by Herman Melville. What recommends this book to the designation “great American novel”? How might we read it from a variety of perspectives—anthropological, ecological, Marxist, feminist, formalist? Why should we care about this sprawling story about a 19th-century whale hunt in 2011? Graded S/U only. **[L]** 1 credit

Rick Millington, Floyd Cheung, Michael Thurston,

Andrea Stone, Dean Flower

Offered Fall 2011

170 The English Language

An introductory exploration of the English language, its history, current areas of change and future. Related topics such as how dictionaries are made and the structure of the modern publishing industry. Students will learn about editing, proofreading and page layout; the course will also entail a comprehensive review of grammar and punctuation. **[L]** WI

Douglas Patey

Offered Spring 2012

Level II

Courses numbered 199–249. Open to all sophomores, juniors and seniors, and to qualified first-year students.

Gateway Courses

These four courses serve as entry points to the major, introductions to the critical, historical and methodological issues and questions that underlie the study of literatures in English. English majors must select at least two courses from this menu. Fall gateway courses are open to first-year students with the English Literature and Composition AP score of 4 or 5 or a score of 710 on the Critical Reading portion of the SAT.

199 Methods of Literary Study

This course teaches the skills that enable us to read literature with understanding and pleasure. By studying examples from a variety of periods and places, students will learn how poetry, prose, fiction and drama work, how to interpret them, and how to make use of interpretations by others. English 199 seeks to produce perceptive readers well equipped to take on complex texts. This gateway course for prospective English majors is not recommended for students simply seeking a writing intensive course. Readings in different sections will vary, but all will involve active discussion and frequent writing. WI **[L]** 4 credits

Robert Hosmer, Jefferson Hunter, Fall 2011

Ambreen Hai, Naomi Miller, Michael Thurston

Spring 2012

Offered both semesters each year

200 The English Literary Tradition I

A study of the English literary tradition from the Middle Ages through the 18th century. Recommended for

sophomores. Enrollment limited to 20 per section. WI
{L} 4 credits

Douglas Patey, Nancy Bradbury

Offered Fall 2011

201 The English Literary Tradition II

A study of the English literary tradition from the 19th century to modern times. Enrollment limited to 20 per section. WI **{L}** 4 credits

Luc Gilleman, Nora F. Crow, Michael Gorra

Offered Spring 2012

231 American Literature Before 1865

A study of American writers as they seek to define a role for literature in their changing society. Emphasis on the extraordinary burst of creativity that took place between the 1820s and the Civil War. Works by Cooper, Hawthorne, Emerson, Thoreau, Melville, Douglass, Stowe, Whitman, Dickinson and others. **{L}** 4 credits

Andrea Stone, Richard Millington

Offered Fall 2011

Level Two Electives

These courses in particular are designed to interest non-majors as well as majors.

202/CLT 202 Western Classics in Translation, from Homer to Dante

Texts include the *Iliad*; tragedies by Aeschylus, Sophocles and Euripides; Plato's *Symposium*; Virgil's *Aeneid*; and Dante's *Divine Comedy*. Lecture and discussion.

WI **{L}** 4 credits

Jefferson Hunter, Robert Hosmer, Scott Bradbury

Offered Fall 2011

203/CLT 203 Western Classics in Translation, from Chrétien de Troyes to Tolstoy

Chrétien de Troyes's *Yvain*; Shakespeare's *Antony and Cleopatra*; Cervantes' *Don Quixote*; Lafayette's *The Princess of Clèves*; Goethe's *Faust*; Tolstoy's *War and Peace*. Lecture and discussion. WI **{L}** 4 credits

Maria Banerjee (Russian), Elizabeth Harries (English & Comparative Literature)

Offered Spring 2012

207/HSC 207 The Technology of Reading and Writing

An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate

culture. Our main interest will be in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship and originality; movements toward standardization in language; the fundamentally transformative effects of electronic communication. **{L}** 4 credits

Eric Reeves

Offered Spring 2012

212 Telling and Retelling

A study of recent novels and their famous antecedents. What are the pleasures of reading? What do we need to know to be good readers of contemporary fictions that revise or at least allude to work of the past? Texts include *Dr. Jekyll and Mr. Hyde* and *Mary Reilly*; *Jane Eyre* and *Wide Sargasso Sea*; *King Lear* and *A Thousand Acres*; *Tess of the d'Urbervilles* and *The French Lieutenant's Woman*; *Pride and Prejudice* and *Presumption: An Entertainment*; and *Possession*. Recommended for non-majors. **{L}** 4 credits

Patricia Skarda

Offered Spring 2012

214 Medieval Welsh

An introduction to the language and literature of medieval Wales in a series of graduated grammar lessons and readings from the first branch of the *Mabinogi*, *Pwyll Prince of Dyfed* (14th century), as well as from other tales of refracted Celtic mythology, the early Arthurian legend, and poems of praise, love, loss and Otherworld adventure. **{F/L}** 4 credits

Craig Davis

Offered Fall 2011

222 Medicine and Law in African Diasporic Literature: The 19th Century

During a time of rapid professionalization, medicine and law profoundly influenced New World ideas about personhood and rights regarding peoples of African descent. This course surveys 19th-century African diasporic authors' and orators' engagements with medical and legal theories on issues of slavery, emigration, crime and revolution. Supplementing our readings of slave literature, emigration writings, poetry and fiction, we will study contemporary and current theories of race and racial science, environmentalism, colonization,

pain, disability, gender, sexuality and legal personhood. Our literary travels will take us from the colonial West Indies, Jamaica, and the antebellum U.S. to colonial Canada, Cuba and the Bahamas. **[L]** 4 credits

Andrea Stone

Offered Fall 2011

226 The American Short Story

This course surveys the history of the short story in the United States from its roots in the sketches and stories of Washington Irving and Edgar Allan Poe to its contemporary manifestations in mass-circulation magazines (e.g., the *New Yorker*), literary quarterlies (e.g., the *Massachusetts Review*), books by major publishing houses and small presses, and online publications. **[L]** 4 credits

Michael Thurston

Offered Fall 2011

AMS 230 The Asian American Experience

Topic: Narratives of Internment. From 1942 until 1945, over 120,000 Japanese and Japanese American residents and citizens of the United States and Canada were forcibly removed from their homes and sent to internment camps. Since the 1940s, historians, novelists, poets, filmmakers, visual artists, psychologists and many others have narrated the experience of those interned. These narratives seek not only to tell stories but also to investigate the ironies, contradictions and paradoxes that led to internment, oversaw its execution and continue to linger. This course will engage meditatively and critically with selected narratives of internment such as novels by John Okada and Rahna Reiko Rizzuto, poetry by Mitsuye Yamada, photographs by Ansel Adams, films by the U.S. Office of War Information and Cynthia Fujikawa, psychological studies by Donna Nagata and histories by Michi Weglyn and Roger Daniels. Admission by permission of the instructor. Enrollment limited to 25. **[H/L]** 4 credits

Floyd Cheung

Offered Spring 2012

233 American Literature from 1865 to 1914

A survey of American writing after the Civil War, with an emphasis on writers who criticize or stand apart from their rapidly changing society. Fiction by Twain, James, Howells, Dreiser, Crane, Chopin, Chesnutt, Jewett and Sui Sin Far, along with a selection of the poetry of the era. **[L]** 4 credits

Floyd Cheung

Offered Spring 2012

FLS 234 The Art of Film

Intensive practice in the formal analysis of classic films. Using a workshop format, with students bringing in brief film clips for the class to discuss, we'll examine such elements of filmmaking as mise-en-scène (costumes, makeup, set, location shooting, black-and-white, color), camera work (framing, tracking shots, crane shots, close-ups and long shots, zooms, wide-screen techniques, long takes, slow-motion, depth of field), editing (cuts, jump cuts, dissolves, fades, montage sequences, wipes, split screens), soundtrack (diegetic and nondiegetic music, voiceovers, sound bridges, silence) and performance (improvisation, singing and dancing, acting for the camera). The course will also provide frequent practice in (and guidance about) writing on film. Limited to 15. Prerequisite: FLS 200 or permission of the instructor. **[A]** 4 credits

Jefferson Hunter

Offered Spring 2012

CLT 235 Fairy Tales and Gender

A study of the literary fairy tale in Europe from the 1690s to the 1990s, with emphasis on the ways women have written, rewritten and transformed them. Some attention to oral storytelling and to related stories in other cultures. Writers will include d'Aulnoy, Perrault, le Prince de Beaumont, the Grimms, Andersen, Christina Rossetti, Angela Carter, Sexton and Broumas. Prerequisite: at least one college-level course in literature. Not open to first-year students. **[L]** 4 credits

Elizabeth Harries

Offered Spring 2012

238 What Jane Austen Read: The 18th-Century Novel

A study of novels written in England from Aphra Behn to Jane Austen and Walter Scott (1688–1814). Emphasis on the novelists' narrative models and choices; we will conclude by reading several novels by Austen—including one she wrote when she was 13 years old. **[L]** 4 credits

Douglas Patey

Offered Spring 2012

FLS 240 Film and Music

A survey of film and music in their various relations. Music as an essential cinematic technique; music as a rich subject for film. Examples drawn from different periods and countries: the mainline cinema with orchestral scores, silent film with various kinds of accompaniment, animation with music, filmed musical comedy and opera, musical biopics, television drama

with lip-synched songs, the Bollywood musical. Prerequisite: a college course in film, literature or music.

{A/L} 4 credits

Jefferson Hunter

Offered Spring 2012

243 The Victorian Novel

The English novel from Dickens and Thackeray to Conrad. Emphasis on the genre's formal development—narrative voice and perspective, the uses of plot, the representation of consciousness—but with some attention to social-historical concerns. {L} 4 credits

Michael Gorra

Offered Fall 2011

244 The Novel Now

Representative works of recent fiction, chosen from across the English-speaking world with an eye to suggesting the range, variety, and possibilities of the contemporary novel. Readings will vary from year to year, but likely suspects include Salman Rushdie, Nadine Gordimer, Philip Roth, J.M. Coetzee, Toni Morrison, Pat Barker, Michael Ondaatje, Alice Munro, Don DeLillo, Peter Carey and Cormac McCarthy, along with a selection of younger figures. {L} 4 credits

Michael Gorra

Offered Spring 2012

Level III

Courses numbered 250–299. Open to sophomores, juniors and seniors; first-year students admitted only with the permission of the instructor. Recommended background: at least one English course above the 100 level, or as specified in the course description.

250 Chaucer

His art and his social and literary background. Emphasis on *The Canterbury Tales*. Students should have had at least two semester courses in literature. Not open to first-year students. {L} 4 credits

Nancy Bradbury

Offered Fall 2011

255 17th-Century Poetry

An exploration of the remarkable variety of 17th-century lyric poetry, which includes voices secular and sacred, witty and devout, bitter and sweet, male and female. Attention to poetic forms, conventions and imagery, plus response and adaptation of those forms.

Particular emphasis on Donne, Jonson, Herbert and Marvell, set in the context of their time and their contemporaries. {L} 4 credits

Gillian Kendall

Offered Fall 2011

256 Shakespeare

A Midsummer Night's Dream, As You Like It, I Henry IV, Measure for Measure, King Lear, Macbeth, Coriolanus, The Tempest. Enrollment in each section limited to 25. Not open to first-year students. {L} 4 credits

Naomi Miller, William Oram

Offered Fall 2011

257 Shakespeare

Romeo and Juliet, Richard II, Hamlet, Twelfth Night, Troilus and Cressida, Othello, Antony and Cleopatra, The Winter's Tale. Not open to first-year students. {L} 4 credits

Gillian Kendall, Sharon Seelig

Offered Spring 2012

259 Rhyming, Railing and Roguery Before 1800

What do these three pursuits, both the respectable and the disreputable, have in common? Jonathan Swift, the greatest prose satirist in English literature, the “madman” who proposed eating babies as the solution to Irish poverty, was joined in the “Scriblerus Club” by Alexander Pope, the greatest satiric poet in the English tradition. Pope celebrated the heroic cutting of a lock of hair. At the club meetings, John Gay picked up hints for his “Beggars’ Opera.” That opera, set largely in Newgate Prison, featured hard-drinking highwaymen and lusty prostitutes—all mirroring the vices of the upper classes. We’ll study not only those who satirized rogues but also the rogues themselves. Daniel Defoe—spy, journalist, author of the first English novel, *Robinson Crusoe*—was put in the pillory for one of his escapades. {L} 4 credits

Nora F. Crow

Offered Fall 2011

260 Milton

A study of the major poems and selected prose of John Milton, radical and conservative, heretic and defender of the faith, apologist for patriarchy and advocate of human dignity, the last great Renaissance humanist, a poet of enormous creative power and influence. Not open to first-year students. {L} 4 credits

Eric Reeves

Offered Spring 2012

263 Romantic Poetry and Prose

Concentration on selected poems of the major Romantics (Blake, Wordsworth, Coleridge, Byron, Shelley, Keats), with prose writings by the poets themselves and by Austen and Mary Shelley. **{L}** 4 credits

Patricia Skarda

Offered Fall 2011

270 The King James Bible and Its Literary Heritage

A study of language and narrative technique in selected parts of the King James Bible, with attention to its influence on subsequent writing in English. Selections from the Old and New Testaments and works by Milton, Wordsworth, Hawthorne, Hardy, Frost and MacLeish. Recommended background: REL 210 and 220. **{L}**

Patricia Skarda

Offered Spring 2012

277 Postcolonial Women Writers

A comparative study of 20th-century women writers in English from Africa, the Caribbean, South Asia and Australia. We will read novels, short stories, poetry, plays and autobiographies in their historical, cultural and political contexts as well as theoretical essays to address the following questions. How have women writers addressed the dual challenge of contesting sexism and patriarchy from within their indigenous cultures as well as the legacies of Western imperialism from without? How have they combined feminism with anticolonialism? How have they deployed the act of writing as cultural work on multiple counts: addressing multiple audiences; challenging different stereotypes about gender, sexuality, race, ethnicity? What new stories have they told to counter older stories, and what silences have they broken? How have they renegotiated the public and the private, or called attention to areas often ignored by their male contemporaries, such as relations among women, familial dynamics, motherhood, bodily desire or the gendered effects of migration and diaspora? Writers include Anita Desai, Kamala Das, Thrity Umrigar, Deepa Mehta, Ama Ata Aidoo, Bessie Head, Nawal El Saadawi, Jamaica Kincaid, Michelle Cliff, Zadie Smith, Sally Morgan. Prerequisite: one W1 course. **{L}** 4 credits

Ambreen Hai

Offered Spring 2012

278 Asian American Women Writers

The body of literature written by Asian American women over the past one hundred years has been recognized

as forming a coherent tradition. What conditions enabled its emergence? How have the qualities and concerns of this tradition been defined? What makes a text central or marginal to the tradition? Writers to be studied include Maxine Hong Kingston, Sui Sin Far, Mitsuye Yamada, M. Eveline Galang, Trinh T. Minh-ha, Paisley Rekdal, Lynda Barry, Lois-Ann Yamanaka, Bharati Mukherjee and Smith College alumna Frances Chung. **{L}** 4 credits.

Floyd Cheung

Offered Fall 2011

279 American Women Poets

A selection of poets from the last 50 years, including Sylvia Plath, Elizabeth Bishop, Adrienne Rich, Audre Lorde, Sharon Olds, Cathy Song, Louise Glück and Rita Dove. An exploration of each poet's chosen themes and distinctive voice, with attention to the intersection of gender and ethnicity in the poet's materials and in the creative process. Not open to first-year students. Prerequisite: at least one college course in literature. **{L}** 4 credits

Susan Van Dyne (Study of Women and Gender)

Offered Fall 2011

ENG 282/AAS 245 The Harlem Renaissance

A study of one of the first cohesive cultural movements in African American history. This class will focus on developments in politics and civil rights (NAACP, Urban League, UNIA), creative arts (poetry, prose, painting, sculpture) and urban sociology (modernity, the rise of cities). Writers and subjects will include Zora Neale Hurston, David Levering Lewis, Gloria Hull, Langston Hughes and Nella Larsen. Enrollment limited to 40. **{L}** 4 credits

Daphne Lamothe (Afro-American Studies)

Offered Spring 2012

283 Victorian Medievalism

Nineteenth-century revivals and transformations of medieval literature, arts and social institutions; the remaking of the Middle Ages in the image of Victorian desires and aspirations. Arthurian legend in medieval and 19th-century England, the Gothic revival in British art and architecture, the cult of Chaucer, controversies over women's education and the idealization of medieval communities in Victorian social theory. **{L}** 4 credits

Nancy Bradbury, Cornelia Pearsall

Offered Spring 2012

284 Victorian Sexualities

The Victorians have long been viewed as sexually repressed, but close attention reveals a culture whose inventiveness regarding sexual identity, practice and discourse knew few bounds. This course explores a range of literary, visual and scientific representations of Victorian sexuality. We read novels, nonfiction prose and poetry by authors such as Darwin, Dickens, H. Rider Haggard, Christina Rossetti and Oscar Wilde. Literary readings are informed by Victorian sexologists such as Freud, Krafft-Ebing and Havelock Ellis, as well as contemporary historical and theoretical writings. We also make use of visual materials, including Pre-Raphaelite paintings, Aubrey Beardsley illustrations and photographs. Prerequisite: 120, 199 or equivalent writing-intensive course. **[L]** 4 credits

Cornelia Pearsall

Offered Fall 2011

287 Representing Women in the Renaissance

A consideration of a wide-variety of texts by 17th-century women—diaries, letters and memoirs; poems (sonnets, personal and religious lyrics); drama; and prose fiction—with some of the following questions in mind: What self-conceptions or forms of self-representation shape these writings? To what extent are these texts informed by external considerations or genres—by romance, religious autobiography, poetic or narrative conventions—or by expectations of an ending? What kinds of assumptions or preconceptions does the modern reader bring to these texts? **[L]** 4 credits

Naomi Miller

Offered Spring 2012

Advanced Courses in Writing

Only one course in writing may be taken in any one semester except by permission of the chair.

Courses in writing above the 100 level may be repeated for credit only with the permission of the instructor and the chair. For all writing courses above the 100 level, no student will be admitted to a section until she has submitted appropriate examples of her work and received permission of the instructor. Deadlines will be posted.

216 Intermediate Poetry Writing

In this course we read as writers and write as readers, analyzing the poetic devices and strategies employed in a diverse range of contemporary poetry; gaining practical use of these elements to create a portfolio of original work; and developing the skills of critique and revision.

In addition, students will read and write on craft issues, and attend Poetry Center readings/Q&As. Admission via writing sample e-mailed one week before the first day of classes to ewatson@smith.edu. (E) **[L]** 4 credits

Ellen Doré Watson

Offered Spring 2012

290 Crafting Creating Nonfiction

Section I: Crafting Creative Nonfiction

A writer's workshop designed to explore the complexities and delights of creative nonfiction. Constant reading, writing and critiquing. Admission by permission of the instructor. **[L]** 4 credits

Robert Hosmer

Offered Fall 2011

Section II: Crafting Creative Nonfiction

A writer's workshop that will employ photography as a muse, foil, inspiration and critical companion for the crafting of literary nonfiction. Students will take photographs—using any camera available and of any quality—that will then accompany their written profiles and reportage. Admission by permission of the instructor. **[L]** 4 credits

Russ Rymer

Offered Fall 2011

290 Section I: Essays: *New Yorker* Style!

A writer's workshop designed to explore the complexities and delights of creative nonfiction. Constant reading, writing and critiquing. Admission by permission of the instructor. **[L]** 4 credits

Nora F. Crow

Offered Spring 2012

293/ARH 292 The Art and History of the Book (C)

A survey of the book—as vehicle for the transmission of both text and image—from the manuscripts of the Middle Ages to contemporary artists' books. The course will examine the principal techniques of book production—calligraphy, illustration, papermaking, typography, bookbinding—as well as various social and cultural aspects of book history, including questions of censorship, verbal and visual literacy, the role of the book trade, and the book as an agent of change. In addition, there will be labs in printing on the handpress and bookbinding. Admission limited to 20 by permission of the instructor. **[H/A]** 4 credits

Martin Antonetti

Offered Spring 2012

295 Advanced Poetry Writing

Taught by the Grace Hazard Conkling Writer-in-Residence, this is an advanced poetry workshop for students who have developed a passionate relationship with poetry and who have substantial experience in writing poems. Texts are based on the poets who will read at Smith next semester, and students will gain expertise in reading, writing and critiquing poems. Admission via writing sample e-mailed one week before the first day of classes to aboutell@smith.edu **{L}** 4 credits

Annie Boutelle

Offered Fall 2011, Spring 2012

296 Writing Short Stories

Admission via writing sample mailed to the English office one week before the first day of classes. **{L}** 4 credits

Elinor Lipman

Offered Fall 2011, Spring 2012

Level IV

300-level courses, but not seminars. These courses are intended primarily for juniors and seniors who have taken at least two literature courses above the 100-level. Other interested students need the permission of the instructor.

399 Teaching Literature

Discussion of poetry, short stories, short novels, essays and drama, with particular emphasis on the ways in which one might teach them. Consideration of the uses of writing and the leading of discussion classes. For upper-level undergraduates and graduate students who have an interest in teaching. Enrollment limited to 15.

{L} 4 credits

Samuel Scheer

Offered Fall 2011

Level V

Seminars. Seminars are open only to juniors and seniors, and admission is by permission of the instructor.

Seminars in the English department stand as the capstone experience in the major. They bring students into the public aspects of intellectual life, and the papers they require are not only longer but also different in

kind from those in 200-level classes. These papers require a research component in which students engage the published arguments of others, or at least demonstrate an awareness of the ongoing critical conversation their work is entering. But such work proves most useful when most available, and so we also require that students present their thinking in some way to the semi-public sphere of the seminar itself.

All students who wish to take a seminar must apply at the English department office by the last day of the preregistration period. The instructor will select the students admitted from these applicants.

PRS 311 Bodies and Machines

The shifting borderline between mechanism and organism as represented by artists, scientists and engineers. What is a body? What is a machine? Origins and possible future developments of the body-machine relationship. Dangers and promises of a posthumanist future. Texts, art and artifacts that examine or question the pain-pleasure relationship between humans and machines. Introduction to research methods and wiki writing. Prerequisite: an interest in theory, art, science and technology. Some skill in advanced writing and literary analysis is required. Enrollment limited to 12. **{L}** 4 credits

Luc Gilleman (English Language and Literature)

Offered Spring 2012

PRS 313 Western Encounters in Afghanistan: From Alexander the Great to Modern Archaeology

This interdisciplinary seminar examines three representative Western encounters in Afghanistan: the conquest by Alexander the Great and the rise of Greek Bactrian civilization; the first and second (19th c.) Anglo-Afghan wars that inspired travelogues and memoirs as well as British artists and writer such as Kipling; and modern archaeology and museum work that rediscovered Greek cities of Alexander and created exhibitions that link Afghanistan's past and present with the West. We will examine the real and symbolic significance of Afghanistan to "Westerners," its roles in their visions of Asia, and the challenges they faced as they attempted to put their imprint upon a land that was proverbially difficult to conquer and harder still to rule. Enrollment limited to 15 juniors or seniors. (E) **{H}** 4 credits

Richard Lim (History) and Cornelia Pearsall (English)

Offered Fall 2011

PRS 321 Big Green Books

Because of an intense focus on global warming, this generation sometimes seems to feel that it has invented ecological consciousness. The tensions between human beings and the natural world, however, shape texts throughout history, and many generations have felt themselves to be in ecological crisis. We will explore ecological accounts and literary texts, and in so doing, we will examine our constantly changing relationship with the natural world. Readings will range from A *Midsummer Night's Dream* to *Macbeth*, from material relating to global change and extinction to Margaret Atwood's apocalyptic eco-book, *Oryx and Crake*. Open to students interested in economics, English literature and history of science. Enrollment limited to 12 juniors and seniors and by permission of the instructor. (E) **[L]** 4 credits

Gillian Kendall (*English Language and Literature*)
Offered Fall 2011

PRS 322 Goths, Origins, Histories, Legacies

The sack of Rome by Visigoths in CE 410 was an event received throughout the Roman world as the end of civilization. In subsequent centuries, the adjective "Gothic" became a "floating signifier," a term of abuse or praise denoting everything from an exquisite style of high medieval art and architecture to the macabre novels of the 18th and 19th centuries to a contemporary form of youth culture adopting dark, satanic or apocalyptic themes. We will explore the Goths' cultural identity as it was formed in reaction to and emulation of Roman values and ideals, and how that identity was transformed through time. Open to students interested in examining the creation of ethnic identities and cultural forms. Enrollment limited to 12 juniors and seniors and by permission of the instructor. (E) **[L/H]** 4 credits

Craig Davis (*English Language and Literature*)
Offered Spring 2012

312 Seminar: Converts, Criminals and Fugitives: Print Culture of the African Diaspora, 1760–1860

This seminar will explore the varied publications produced by people of African descent, America, Canada and England, including early sermons and conversion narratives, criminal confessions, fugitive slave narratives and the black press. We will consider these works in terms of publishing history, editorship (especially women editors), authorship, readership, circulation,

advertising, influence, literacy, community building, politics and geography. We will examine their engagements with such topics as religion, law, economics, emigration, gender, race and temperance. Smith's manuscript and periodical holdings will offer us a treasure trove of source materials. **[L]** 4 credits

Andrea Stone

Offered Spring 2012

314 Seminar: Material Modernism

This seminar recovers modernist literature in its initial publications, allowing students to read texts amidst their original paratexts and contexts. By so doing, we will at once survey major texts of Anglo-American literary modernism (by Joyce, Woolf, Eliot, Pound, Hemingway and others) and reflect on the impacts methodology makes on meaning. Prerequisite: a 200-level English or other literature course. Enrollment limited to 12. **[L]** 4 credits

Michael Thurston

Offered Spring 2012

333 Seminar: A Major British or American Writer

Evelyn Waugh

Reading and discussion of all Waugh's novels (and some of his travel books and journalism), from his early satires of the 1920s and '30s such as *Decline and Fall* and *Vile Bodies*, through his turn to explicit religious polemic in *Brideshead Revisited* and *Helena*, to his re-creation of the Second World War in the trilogy *Sword of Honour*. Admission by permission. Enrollment limited to 12. **[LH]** 4 credits

Douglas Patey

Offered Fall 2011

Alice Munro

Alice Munro has won extraordinary and steadily growing recognition as one of the very finest and canniest writers of our time. The subtlety of her narrative skills and the subdued brilliance of her moral insights mark her as a major figure. And yet this has not translated into the kind of attention one might expect in college and university curricula. Certainly there are challenges for both student and teacher in tracing out the arc of her achievement, beginning with the early "Dance of the Happy Shades" to her most recent work. But this tracing provides an opportunity to follow Munro "writing her lives"—in all their narrative sublimity.

Prerequisites: Three literature courses, including one American literature course and one upper-level course in fiction. Enrollment limited to 12. (E) **[L]** 4 credits

Eric Reeves

Offered Fall 2011

Hawthorne and Stowe—The American Novel

While Nathaniel Hawthorne and Harriet Beecher Stowe share some crucial interests—the nature of freedom, the relation between gender and power, the meanings of domestic life, to name a few—they work in two quite different novelistic and cultural idioms, with Hawthorne taken to represent the interpretively demanding symbolic mode associated with “classic” American fiction, and Stowe thought to exemplify the direct emotional and ethical power of the “sentimental” fiction linked especially to the work of women writers. Accordingly, their works have figured centrally in recent critical debates about literary value, the cultural work of the American novel, and the politics of reading and writing. In this seminar we will explore key works by each writer and participate, through our readings and conversations, in the critical debates their fiction has provoked. Works to be studied: Hawthorne’s *The Scarlet Letter*, *The House of the Seven Gables*, and *The Blithedale Romance*; Stowe’s *Uncle Tom’s Cabin*, *Dred*, and one of her New England novels—along with selected critical and historical materials. Recommended preparation: at least one course in American literature, American studies or the novel. **[L]** 4 credits

Richard Millington

Offered Spring 2012

334 Seminar: Servants in Literature and Film

Often invisible but crucial, servants in English literature have served as comic relief, go-betweens, storytellers, sexual targets and sometimes central protagonists. But what roles do they play in contemporary literature and film? What can we learn from them about modernity, class, power relations, sexuality, gender, marriage or family? What new responses do they evoke from us? This seminar will consider how writers from various cultures and times call on the figure of the domestic servant for different purposes, and how a view from (or of) the margins can change how and what we see. Writers include Shakespeare, Samuel Richardson, Emily Brontë, Wilkie Collins, Kazuo Ishiguro, Nadine Gordimer, and Aravind Adiga. Films include *Remains of the*

Day, *Gosford Park*, *The Maid*, and *Earth*. Admission by permission. Enrollment limited to 12. **[L]** 4 credits

Ambreen Hai

Offered Fall 2011

382 Readings in American Literature

Topic: Writing to Save the Environment. A study of contemporary environmental writing after Hiroshima, emphasizing the seminal works that have continued to drive our efforts to defend, conserve and restore the land we live in. Beginning with John Hersey’s *Hiroshima* (1946), we will discuss major works by such writers as Rachel Carson, Annie Dillard, Edward Abbey, Wendell Berry, Gary Snyder, John McPhee, Leslie Marmon Silko, Terry Tempest Williams, E.O. Wilson and Mary Oliver. We will explore such issues as the meaning of wilderness, spirituality in nature, the preservation of species, wildlife refuges and national parks, ecotourism, sustainable agriculture, the politics of land use, ecological economics and the capacity of writing—including essays, memoirs, fiction and poetry—to effect change. Some attention to the environmental writing traditions of earlier times in works by Cooper, Thoreau and Mary Austin will be given. Essay assignments will include the student’s own writing to save the environment, in a variety of genres—personal narrative, poetry, research essay, fiction and topical journalism. Admission by permission. Enrollment limited to 12. **[L]**

Dean Flower

Offered Fall 2011

384/AMS 351 Writing About American Society

In this course, students will develop their skills in narrative, long-form nonfiction writing as they explore the ways that science and technology are transforming American culture. We will analyze science writing by authors ranging from John McPhee to Elizabeth Kolbert, and discuss issues ranging from social networking to research into the origins of life. Students will write several original essays and reported pieces during the semester. Enrollment limited to 15. Admission by permission of the instructor, based on submitted writing samples. **[L/S]** 4 credits

Russ Rymer

Offered Spring 2012

Cross-Listed and Interdepartmental Courses

AAS 202 Topics in Black Studies

Topic: *Black Music and Literature*. The course will examine the interactions between different forms of African American music and literature. Music and literature will be considered in their historical and cultural contexts. Students will read works of fiction, poetry and drama that deal with or are inspired by black music, as well as theoretical discussions of American popular music and the formation of culture. A key part of the course will be listening to and seeking to understand key examples of several genres of black music, from spirituals and work songs, to blues and jazz, to calypso and beyond. Texts may include fiction and poetry by Jean Toomer, Zora Hurston, Langston Hughes, Ralph Ellison, James Baldwin, Gayle Jones, Toni Morrison, Jean "Binta" Breeze and Kamau Brathwaite, as well as a selection of essays and critical pieces that theorize race, culture, writing and music. **[L]** 4 credits

Daphne Lamothe

Offered Fall 2011

366 Seminar: Contemporary Topics in Afro-American Studies

Topic: *Classic Black Texts (Capstone Course)*. This seminar will study closely a dozen or so classic texts of the black canon. The intent here will be to look at each text in its specific historical context, in its entirety, and in relation to various trajectories of black history and intellectual formation. Though this course will necessarily revisit some works that a student might have encountered previously, its design is intended to consider these works in a more complete context than is possible in survey courses. Authors might include W.E.B. DuBois, Jean Toomer, Zora Neale Hurston, Ralph Ellison, Alice Walker, Toni Morrison, Rita Dove, Patricia Hill Collins, bell hooks, Lorraine Hansberry, Malcolm X, Marlon Riggs and Audre Lorde. This seminar serves as the capstone course required for all majors, including honors projects students. **[L]** 4 credits

Daphne Lamothe

Offered Spring 2012

CLT 205 20th-Century Literatures of Africa

A study of the major writers of contemporary Africa. Focuses on several key questions: Is the term "African

literature" a useful category? How do African writers challenge Western representations of Africa as they confront over a century of European colonialism on the continent? How do they represent the postcolonial experience on the continent? Is there a correlation in their writing between life and expression and between oral cultures and written literature? Texts will include Chinua Achebe's *Things Fall Apart*, Ngũgĩ wa Thiong'o's *The River Between*, Tsitsi Dangarembga's *Nervous Conditions*, Mariama Bâ's *So Long a Letter*, Njabulo Ndebele's *The Cry of Winnie Mandela*, Ama Ata Aidoo's *Our Sister Killjoy*, and Wole Soyinka's *Death and the King's Horseman*. We will also watch such films as *Tsotsi*; *Kenya: White Man's Country*; and *Congo: White King, Red Rubber, Black Death*. **[L]** 4 credits

Katwiwa Mule

Offered Fall 2011

CLT 266 South African Literature and Film

A study of South African literature and film since 1948 in their historical, social and political contexts. How do writers and filmmakers of different racial and political backgrounds remember and represent the past? How do race, class, gender and ethnicity shape the ways in which they use literature and cinema to confront and resist the racist apartheid state? How do literature, film, and other texts, such as testimonies from the Truth and Reconciliation Commission, function as complex cultural and political sites for understanding the interconnections among apartheid taxonomies, various forms of nationalisms and the often hollow postapartheid discourse of nonracial "new South Africa"? Texts include testimonies from the Truth and Reconciliation Commission, and novels such as Alan Paton's *Cry, the Beloved Country*, Lewis Nkosi's *Mandela's Ego*, Njabulo Ndebele's *The Cry of Winnie Mandela*, Nadine Gordimer's *July's People*, J.M. Coetzee's *Waiting for the Barbarians*, Athol Fugard's *Tsotsi* and Zoe Wicomb's *You Can't Get Lost in Cape Town*. We will also analyze films such as *Cry, the Beloved Country*; *Sarafina!*; *Tsotsi*; *Cry Freedom*; and *South Africa Belongs to Us*. **(E)** **[L]**

Katwiwa Mule

Offered Spring 2012

CLT 300 Foundations of Contemporary Literary Theory

The interpretation of literary and other cultural texts by psychoanalytic, Marxist, structuralist and poststructuralist critics. Emphasis on the theory as well as the prac-

tice of these methods: their assumptions about writing and reading and about literature as a cultural formation. Readings include Freud, Lacan, Barthes, Derrida and Foucault. Enrollment limited to 25. **{L}**

4 credits

Janie Vanpée

Offered Fall 2011

THE 261 Writing for the Theatre

The means and methods of the playwright and the writer for television and the cinema. Analysis of the structure and dialogue of a few selected plays. Weekly and biweekly exercises in writing for various media. Goal for beginning playwrights: to draft a one-act play by the end of the semester. Plays by students will be considered for staging. L and P with writing sample required, best submitted weeks prior to registration.

{A} 4 credits

Leonard Berkman

Offered Fall 2011, Spring 2012

400 Special Studies

1 to 4 credits

Offered both semesters each year

408d Special Studies

8 credits

Full-year course; Offered each year

The Major

Advisers: Members of the department

Major Requirements

PENDING CAP APPROVAL

Twelve semester courses are required for the major. Of these, a number are to be distributed as follows:

1. Two of four gateway courses—199 (Methods of Literary Study), 200 (The English Literary Tradition I), 201 (The English Literary Tradition II) or 231 (American Literature before 1865)—ideally to be taken by the end of the sophomore year.
2. Four 200- or 300-level courses, one course concentrating on literature written before 1800, one course concentrating on literature written before 1900,

and two courses concentrating on literature written after 1900. Of the four courses, one must have an explicit focus on ethnic American or ethnic British literature, or colonial and postcolonial literature in English, or gender and sexuality or literary theory.

3. Semester courses on two of three early canonical authors: Chaucer (250), Shakespeare (256 or 257) or Milton (260).
4. Culminating experience: two seminars in literature (300 level), at least one to be taken in the senior year. A senior who has undertaken an honors thesis, yearlong Kahn Institute project, or research-based 4-credit Special Studies may substitute her project for the second seminar.

In 2011–12, the courses which satisfy the categories of requirement #2 will be as follows:

Courses before 1800: 200 (if not counted toward requirement #1), 214, 238, 250 (if not counted toward requirement #3), 255, 256 (if not counted toward requirement #3), 257 (if not counted toward requirement #3), 259, 260 (if not counted toward requirement #3), 270, 283, 287, PRS 322

Courses before 1900: 200 (if not counted toward requirement #1), 207, 214, 222, 231 (if not counted toward requirement #1), 233, 238, 243, 250 (if not counted toward requirement #3), 255, 256 (if not counted toward requirement #3), 257 (if not counted toward requirement #3), 260 (if not counted toward requirement #3), 259, 263, 270, 283, 284, 287, 312, 333 (Hawthorne and Stowe and the American Novel), PRS 321, PRS 322

Courses after 1900: 212, 226, 244, 277, 278, 279, 282/AAS 245, 314, 333 (Evelyn Waugh), 333 (Alice Munro), 334, 382, AAS 202, AAS 366, AMS 230, CLT 205, CLT 266, CLT 267, CLT 300, FLS 234, FLS 240, PRS 311

Courses with an explicit focus on ethnic American or ethnic British literature or colonial or postcolonial literature in English or gender and sexuality or literary theory: 222, 277, 278, 282/AAS 245, 284, 312, 334, AAS 202, AAS 366, AMS 230, CLT 205, CLT 235, CLT 266, CLT 267

Up to two courses in film, a foreign or comparative literature, or dramatic literature offered through the

theatre department may count toward the major. Up to three advanced writing courses may count toward the major. Only one colloquium (120) or one FYS may count toward the major. English 118 does not count. No course counting toward the major may be taken for an S/U grade.

We strongly recommend that all students take at least one historical survey sequence: ENG 200, 201; ENG 202, 203; or ENG 231, 233. We also recommend that our majors take at least one course concentrating on literature written in English from cultures beyond the British/American mainstream, e.g., African, Caribbean or Asian postcolonial or minority writing (such as African American, Asian American or Black British).

Students interested in graduate school in English literature would be well advised to take a course in literary theory, and should be aware that most doctoral programs in English require a reading knowledge of two foreign languages. Students interested in high school English teaching would be well advised to take both the English literature (200, 201) and American literature (231, 233) surveys.

The requirements above come into effect for the Class of 2015 and later classes. Earlier classes have the option of satisfying requirement #2 with the following: two courses concentrating on literature written before 1832.

The Minor

The minor in English consists of six courses: English 199; a two-semester survey (ENG 200, 201, ENG 202, 203 or ENG 231, 233); plus three additional English courses chosen in consultation with the minor adviser, two of which must be above the 100 level. No course counting toward the minor may be taken for an S/U grade.

Honors

Director: Naomi Miller (2011–12)

430d Honors Project

8 credits

Full-year course; Offered each year

Applicants to honors (which is done in addition to the requirements of the major) must have an average of B+ or above in the courses they count toward the major, and an average of B or above in all other courses. During the senior year they will present a thesis, of which the first complete formal draft will be due on the first day of the second semester. After the readers of the thesis have provided students with their evaluations of this draft, the student will have time to revise her work in response to their suggestions. The final completed version of the thesis will be due after spring vacation, to be followed during April by the student's oral presentation and discussion of her work. Students in honors will normally be given priority in seminars.

In exceptional circumstances, the department will permit a student to submit a work of fiction, poetry or creative nonfiction for honors.

Graduate

580 Graduate Special Studies

Independent study for graduate students. Admission by permission of the chair. 4 credits

Offered both semesters each year

580d Graduate Special Studies

8 credits

Full-year course; Offered each year

Environmental Science and Policy

Visiting faculty and some lecturers are generally appointed for a limited term.

Visit www.smith.edu/catalog for current course information.

Director

^{**1} L. David Smith, Professor of Biological Sciences

Mellon Post Doctoral Fellow and Lecturer

Julianne Mills

Program Coordinator

Joanne Benkley

Spatial Analysis Lab Coordinator

Jon Caris

Members of the Advisory Committee

¹² Donald C. Baumer, Professor of Government

Nathanael Fortune, Professor of Physics

¹¹ Elliot Fratkin, Professor of Anthropology

^{**2} Virginia Hayssen, Professor of Biological Sciences

¹² Robert M. Newton, Professor of Geosciences

^{**2} Paulette Peckol, Professor of Biological Sciences

^{**1} L. David Smith, Professor of Biological Sciences

Gregory White, Professor of Government

^{**2} Elisabeth Armstrong, Associate Professor of the Study of Women and Gender

Andrew J. Guswa, Associate Professor of Engineering

Michelle Joffroy, Associate Professor of Spanish and Portuguese

Leslie King, Associate Professor of Sociology

^{*1} Jeffry Ramsey, Associate Professor of Philosophy

¹¹ Amy Larson Rhodes, Associate Professor of Geosciences

^{*2} Jesse Bellemare, Assistant Professor of Biological Sciences

^{*1, 12} Shizuka Hsieh, Assistant Professor of Chemistry

^{*2} Susan Stratton Sayre, Assistant Professor of Economics

ENV 100 Environment and Sustainability: Notes from the Field

This one-credit lecture series will introduce students to theory and practice in fields related to the environment and sustainability. Students will gain insight into how their liberal arts education and associated intellectual capacities are applied in a variety of contexts. Speakers, including distinguished alumnae, will be drawn from the Five Colleges, the Pioneer Valley and beyond. This course can be repeated for credit. This course will end the week before Thanksgiving. (E) 1 credit

Paul Wetzel

Offered Fall 2011

Readings and discussions will examine scientific evidence, policies designed to improve the environment, and national and international responses to the environmental crises that confront humanity. Students will investigate strategies for mitigating damage, conserving resources, and restoring natural functions of the Earth. Enrollment limited to 60. (E) **{H/N/S}** 4 credits
L. David Smith, Donald Baumer
Offered Fall 2011

ENV 150/GEO 150 Modeling Our World: An Introduction to Geographic Information Systems

A geographic information system (GIS) manages location-based (spatial) information and provides the tools to display and analyze it. GIS provides the capabilities to link databases and maps and to overlay, query and visualize those databases in order to analyze and solve problems in many diverse fields. This course provides an introduction to the fundamental elements of GIS and connects course activities to GIS applications in landscape architecture, urban and regional planning,

ENV 101 Environmental Integration I: Perspectives

This course examines how humans are changing Earth's biosphere, atmosphere, hydrosphere and lithosphere, and the social, scientific and political challenges posed by these environmental alterations. We will reflect on how differing worldviews have influenced our actions and may determine our future trajectory.

archeology, flood management, sociology, coastal studies, environmental health, oceanography, economics, disaster management, cultural anthropology and art history. Enrollment limited to 20. **{N}** 4 credits

Jack Loveless

Offered Spring 2012

ENV 201 Environmental Integration II: Collecting and Analyzing Information

While focusing on topical environmental issues, students will learn how to gather, analyze and present data using methods from the natural and social sciences. Data will be drawn from multiple sources, including laboratory experiments, fieldwork, databases, archival sources, surveys and interviews. Emphasis will be on quantitative analysis. Environmental topics will vary in scale from the local to the global. ENV 202 must be taken concurrently. Prerequisite: one semester of statistics. ENV 101 is recommended. Enrollment limited to 18. (E) Q **{N/S}** 4 credits

Julianne Mills

Offered Spring 2012

ENV 202 Environmental Integration II: Collecting and Analyzing Information Laboratory

In this laboratory complement to ENV 201, students will use a variety of methods to gather and analyze different types of environmental data (e.g., quantitative, qualitative, spatial). Enrollment limited to 18. (E) Q **{N/S}** 1 credit

Julianne Mills

ENV 266/GER 266 Landscapes of Northern Germany: Natural Environments and Human Influences

The course will include lectures, field trips to locations in Northern Germany, and seminars with student presentations and discussion. The lectures cover a general introduction into different landscape types of Northern Germany, their geology, characteristic plant and animal life, and their development through time. The effects of humans on landscape development will be highlighted for the last 6,000 years. Possibilities and constraints of sustainable development based on the natural resources of the region will be discussed. Different landscapes of northern Germany will be visited over five days of field trips, to get a good overview of the landscape types present. (E) **{N/S}** 4 credits

Kai Jensen (University of Hamburg, Biology Department)

Offered Spring 2012 in Hamburg, Germany

ENX 301 Environmental Concentration Capstone: Sustainable Food

This capstone course for the Environmental Concentration: Sustainable Food brings together students to work on team-based projects related to sustainable food.

Project work will be complemented by lectures, readings, discussions and field trips throughout the Pioneer Valley. Enrollment limited to 15. (E) 4 credits

Paul Wetzel

Offered Fall 2012

ENV 311 Environmental Integration III: Interpreting and Communicating Information

This course focuses on the interpretation and communication of environmental issues and solutions from multi- and interdisciplinary perspectives. Using contemporaneous environmental topics as a foundation, this course introduces students to written, oral, visual, and quantitative communication for a variety of audiences and intents. Students will develop the ability to interpret environmental information from multiple sources, to synthesize that information for their own understanding, and to communicate that knowledge in ways appropriate to the particular objective and audience. A final project enables students to communicate an environmental issue of their own choosing to a diversity of audiences. ENV 101 and ENV 201/202 are recommended. Enrollment limited to 25. (E) **{N/S}** 4 credits.

Susan Stratton Sayre

Offered Spring 2012

ENV 312 Environmental Integration IV: Sustainable Solutions

This course engages the class in a semester-long design and/or analysis project. Students will work in ad hoc teams using a variety of skills and knowledge to address a current issue or question related to environmental sustainability. The specific projects will vary from year to year. Students will gain direct experience with the range and complexity of activities required to address a real-world environmental project. Student work will be assessed via progress reports (written and oral), reflective essays and a final report. Prerequisites: ENV 101, Statistics, ENV 201/202, ENV 311. ENV 311 may be taken concurrently. Enrollment limited to 16. (E) **{N/S}** 4 credits

Gregory White

Offered Spring 2012

The Major

Advisers: Elisabeth Armstrong, Donald Baumer, Jesse Bellemare, Elliot Fratkan, Nathanael Fortune, Andrew J. Guswa, Virginia Hayssen, Shizuka Hsieh, Michelle Joffroy, Leslie King, Robert Newton, Paulette Peckol, Jeffry Ramsey, Amy Larson Rhodes, Susan Stratton Sayre, L. David Smith, Gregory White

The Environmental Science and Policy (ES&P) major is designed for students with interests in the environment and sustainability and a commitment to scientifically based problem solving and policy analysis. The objectives of the major are to prepare students to transcend disciplinary boundaries; combine analytical and communication skills with a well-rounded understanding of the environment; and translate this knowledge into meaningful action and innovative solutions. Four integration courses form the intellectual and organizational core of the major. Each course brings together frameworks, proficiencies, and knowledge from natural and social sciences in an explicitly integrative fashion to explore and analyze important environmental topics at local, regional, national and global levels. Additional introductory courses provide breadth in the natural and social sciences/humanities and statistics and introduce students to fundamental aspects of disciplines important to understanding human-environment interactions. Students gain depth of knowledge by choosing a coherent sequence of electives with a clear environmental focus. Students are strongly encouraged to engage in environmentally oriented internships, independent research or study-away opportunities.

Prospective majors should consult with an ES&P faculty adviser in choosing their courses. In their first semesters, students are encouraged to enroll in one of the introductory courses (see list) and an appropriate integration course (ENV 101) as well as statistics.

Requirements: The ES&P major requires 14 courses. These include:

1. four environmental integration courses (ENV 101, ENV 201/202, ENV 311, ENV 312);
2. three introductory courses in the natural sciences from different areas (BIO, GEO, CHM, PHY/EGR), two of which must include labs (see list);
3. two introductory courses in the category of social sciences, humanities and policy from different departments (see list);

4. one course in statistics; and
5. four electives that create a coherent sequence with a clear environmental focus. No more than one elective can be at the 100 level and at least one must be at the 300 level. ENV 100 may not be used as an elective. One semester of independent study (ENV 400) or credit toward an honor's thesis (ENV 430d) may be substituted for one elective.

One course fulfilling the major requirements may be taken S/U; ENV 201/202, ENV 311 and ENV 312 may not be taken S/U.

Options for majors with Advanced Placement credit:

Majors with scores of 4 or 5 on the Advanced Placement examination in environmental science may receive four credits toward the major *in lieu* of a 100-level elective (see list) with the approval of the major adviser.

Integration Courses

All majors must complete the four environmental integration courses:

- ENV 101 Environmental Integration I: Perspectives
- ENV 201 Environmental Integration II: Collecting and Analyzing Information with laboratory, ENV 202
- ENV 311 Environmental Integration III: Interpreting and Communicating Information
- ENV 312 Environmental Integration IV: Sustainable Solutions

Introductory Courses

Natural Sciences

All majors must take one course in three of the following four natural science areas. Two of these courses must include a laboratory or field component (designated by L). Students with Advanced Placement credit (4 or 5) in an area may substitute an appropriate upper-level course in consultation with an ES&P adviser and in accordance with guidelines of the home department.

Biological Sciences

- BIO 154 Biodiversity, Ecology and Conservation
 BIO 155 Biodiversity, Ecology and Conservation Lab (L)

Chemistry

- CHM 108 Environmental Chemistry
 CHM 111 Chemistry I: General Chemistry (L)
 CHM 118 Advanced General Chemistry (L)

Geosciences

- FYS 134 Geology in the Field (L)
 GEO 101 Introduction to Earth Processes and History
 GEO 102 Exploring the Local Geological Landscape (L only)[†]
 GEO 104 Global Climate Change
 GEO 105 Natural Disasters
 GEO 106 Extraordinary Events in the History of Earth, Life and Climate
 GEO 108 Oceanography: An Introduction to the Marine Environment (L)
 GEO 109 The Environment

Physics and Engineering

- EGR 100 Engineering for Everyone*
 PHY 100 Solar Energy and Sustainability (L)
 PHY 201 Renewable and Non-Renewable Energy: Science and Implications

[†] GEO 102 counts only as a lab course. To fulfill the GEO requirement for the major, GEO 102 must accompany a GEO lecture course.

*EGR 100 has several rotating themes; approval is granted for years when the focus is on energy and sustainability.

Social Sciences, Humanities and Policy

All majors must take two courses from the social sciences, humanities and policy category listed below. The courses must be from different departments. Students with Advanced Placement credit (4 or 5) in an area may substitute an appropriate upper-level course in consultation with an ES&P adviser and in accordance with guidelines from the home department.

- ANT 130 Introduction to Cultural Anthropology
 ANT 241 Anthropology of Development
 ECO 150 Introductory Microeconomics

- GOV 200 American Government
 GOV 207 Politics of Public Policy
 GOV 241 International Politics
 PHI 238 Environmental Ethics
 PPL 220 Public Policy Analysis
 SOC 101 Introduction to Sociology

Statistics

Majors must take one course in statistics (e.g., ECO 190, MTH 190/PSY 190, GOV 190, MTH 245 or SOC 201).

Electives

Majors should choose their elective courses in consultation with the major adviser to create a coherent sequence with a clear environmental focus; the focus may be specific to a discipline, topic or location. No more than one elective can be at the 100 level; at least one must be at the 300 level.

ENV 100 may not be used as an elective. Electives can be identified at the time the major is declared but not later than the end of the add/drop period of the first semester of junior year. Subsequent changes require approval of the major adviser. Electives can include, but are not limited to, the approved list below. Other relevant courses offered at Smith, within the Five College Consortium, or in study abroad programs may be used to satisfy the electives requirement of the major with consultation and approval of the major adviser.

One semester of independent study (ENV 400) or credit toward an Honor's thesis (ENV 430d) may be substituted for one elective. Internships, study abroad or Praxis experiences are encouraged.

Biological Sciences

- BIO 103 Economic Botany: Plants and Human Affairs
 BIO 260 Invertebrate Diversity
 BIO 264 Plant Diversity and Evolution
 BIO 266 Principles of Ecology
 BIO 268 Marine Ecology
 BIO 272 Vertebrate Biology
 BIO 364 Plant Ecology
 BIO 366 Biogeography
 BIO 390 Topics in Environmental Biology: Coral Reefs: Past, Present and Future

Chemistry

- CHM 346 Environmental Analytical Chemistry

Environmental Science and Policy

- ENV 150/GEO 150 Modeling Our World: An Introduction to Geographic Information Systems
- ENV 266/GER 266 Landscapes of Northern Germany: Natural Environments and Human Influences

Geosciences

- GEO 231 Invertebrate Paleontology and Paleocology
- GEO 232 Sedimentology
- GEO 251 Geomorphology
- GEO 270j Carbonate Systems and Coral Reefs of the Bahamas
- GEO 301 Aqueous Geochemistry
- GEO 309 Groundwater Geology
- GEO 311 Environmental Geophysics

Physics and Engineering

- EGR 312 Thermochemical Processes in the Atmosphere
- EGR 315 Ecohydrology
- EGR 325 Electric Energy Systems
- EGR 330 Engineering and Global Development
- EGR 346 Hydrosystems Engineering
- EGR 360 Chemical and Environmental Reaction Engineering
- EGR 390 Seminar: Advanced Topics in Engineering: Technology Risk Assessment and Communication

Social Sciences, Humanities and Policy

- ANT 230 Africa: Population, Health and Environmental Issues
- ANT 236 Economy, Ecology and Society
- ANT 241 Anthropology of Development
- EAS 220 Environment and Society in Contemporary China
- ECO 213 The World Food System
- ECO 224 Environmental Economics
- GES 302 Costa Rica at a Crossroads: Examination of Globalization and Sustainability
- GOV 254 Politics of the Global Environment
- GOV 306 Seminar in American Government
Topic: Politics and the Environment
- HST 299 Ecology and History in Africa
- PHI 238 Environmental Ethics
- POR 221 Topics in Portuguese and Brazilian Literature and Culture: Eco Brazil—Key Environmental Issues

- PPL 220 Public Policy Analysis
- SOC 232 World Population
- SOC 233 Environment and Society
- SOC 333 Seminar: Social Justice, the Environment and the Corporation
- SPN 372 Topics in Latin American and Iberian Studies: Women, Environmental Justice and Social Action
- SWG 230 Feminisms and the Fate of the Environment

ENV 400 Special Studies

Admission by permission of the instructor. Special Studies are open to qualified juniors and seniors and, in appropriate cases, to sophomores. 1–4 credits
Offered both semesters each year

Honors

Students with a strong academic background who wish to conduct independent and original work on an environmental topic are encouraged to pursue an honors project.

Director: Virginia Hayssen

Please consult the director of honors for specific requirements and application procedures.

430d Honors Project

8 credits

Full-year course; Offered every year

Study Abroad

Students may elect to take courses for the major outside Smith College by participating in an environmentally oriented, off-campus program. Relevant Smith approved programs include, but are not limited to, Duke University's Organization for Tropical Studies, the School for Field Studies, the School for International Training, SEA Semester and the Maritime Studies Program of Williams College and Mystic Seaport. Courses from other study-away programs may also be eligible for credit with approval of the major adviser. Study-away courses will generally count as 200-level electives, but specific courses in specific programs could be authorized to count as 300-level electives with approval of the major adviser.

Study Abroad Adviser: Your major adviser for Environmental Science and Policy

The Minor

Adviser: Advisers for the major also serve as advisers for the minor.

The minor consists of six courses chosen with the guidance and approval of an ES&P adviser. Interested students are urged to meet with the director, coordinator and/or an ES&P adviser early in their academic planning.

Requirements: Six courses, including ENV 101, one course from each of two areas in the natural science category, one course from the social science, humanities and policy category, plus two electives in consultation with the minor adviser. [Pending CAP Approval: For three of the six courses, two must be 200-level or higher; normally the third should be above the 100-level.] ENV 100 may not be used as an elective. ENV 201/202 and 311 may count as electives toward the minor but do not fulfill either the natural science or the social science, humanities and policy requirements. A course in statistics (e.g., MTH 245 or the equivalent) and Geographic Information Systems (e.g., ENV/GEO 150) are recommended. Appropriate Smith courses not listed below, Five College courses, or courses taken at other institutions and through summer and/or semester-away programs may be counted toward the minor with preapproval of the adviser. Students must satisfy the prerequisites for all courses included in their minor program. No more than three of the six courses may be taken at other institutions. No more than one course may be taken S/U; ENV 101 may not be taken S/U.

Natural Sciences

All minors must take one course in two of the following four natural science areas.

Biological Sciences

- BIO 154 Biodiversity, Ecology and Conservation
- BIO 266 Principles of Ecology
- BIO 268 Marine Ecology and lab
- BIO 364 Plant Ecology and lab
- BIO 390 Topics in Environmental Biology: Coral Reefs: Past, Present and Future

Chemistry

- CHM 108 Environmental Chemistry
- CHM 346 Environmental Analytical Chemistry
- EGR 260 Mass and Energy Balances[†]
- EGR 312 Thermochemical Processes in the Atmosphere[†]
- GEO 301 Aqueous Geochemistry[†]

Geosciences

- EGR 315 Ecohydrology[†]
- GEO 101 Introduction to Earth Processes and History
- GEO 104 Global Climate Change: Exploring the Past, the Present and Options for the Future
- GEO 105 Natural Disasters: Confronting and Coping
- GEO 108 Oceanography: An Introduction to the Marine Environment
- GEO 109 The Environment
- GEO 301 Aqueous Geochemistry[†]
- GEO 309 Groundwater Geology

Physics and Engineering

- EGR 100 Engineering for Everyone^{*}
- EGR 260 Mass and Energy Balances[†]
- EGR 312 Thermochemical Processes in the Atmosphere[†]
- EGR 315 Ecohydrology[†]
- PHY 100 Solar Energy and Sustainability
- PHY 201 Renewable and Nonrenewable Energy: Science and Implications

[†]EGR 260, 312, and 315 and GEO 301 may be used to fulfill a natural science requirement in either of two categories.

^{*}EGR 100 has several rotating themes; approval is granted for years when the focus is on energy and sustainability.

Social Sciences, Humanities and Policy

- ANT 230 Africa: Population, Health and Environmental Issues
- ANT 236 Economy, Ecology and Society
- ANT 241 Anthropology of Development
- ECO 224 Environmental Economics
- ENV 205 Environmental Policy: Economic Perspectives
- GOV 254 Politics of the Global Environment
- GOV 306 Politics and the Environment
- SOC 233 Environment and Society
- SOC 332 Seminar in Environmental Sociology

Electives

All minors must take two elective courses. Electives can include, but are not limited to, the approved list below.

BIO 103	Economic Botany: Plants and Human Affairs	SOC 232	World Population
BIO 110	Introductory Colloquia: Bacteria: The Good, the Bad and the Absolutely Necessary	SPN 372	Topics in Latin American and Iberian Studies: Women, Environmental Justice and Social Action
BIO 260	Invertebrate Diversity	SWG 230	Feminisms and the Fate of the Environment
BIO 264	Plant Diversity and Evolution		
BIO 272	Vertebrate Biology		
BIO 366	Biogeography		
EAS 220	Environment and Society in Contemporary China		
ECO 213	The World Food System		
EGR 325	Electric Energy Systems		
EGR 330	Engineering and Global Development		
EGR 346	Hydrosystems Engineering		
EGR 390	Seminar: Advanced Topics in Engineering: Science, Technology and Ethics		
ENV 150/GEO 150	Modeling Our World: An Introduction to Geographic Information Systems		
ENV 201/202	Environmental Integration II: Collecting and Analyzing Information		
ENV 266/GER 266	Landscapes of Northern Germany: Natural Environments and Human Influences		
ENV 311	Environmental Integration III: Interpreting and Communicating Information		
FYS 177	Global Environmental Changes and Challenges		
GES 302	Costa Rica at a Crossroads: Examination of Globalization and Sustainability		
GEO 270j	Carbonate Systems and Coral Reefs of the Bahamas		
GEO 231	Invertebrate Paleontology and Paleoecology		
GEO 232	Sedimentology		
GEO 251	Geomorphology		
GOV 207	Politics of Public Policy		
HST 299	Ecology and History in Africa		
PHI 238	Environmental Ethics		
PHI 304	Colloquium in Applied Ethics: Sustainability		
POR 221	Topics in Portuguese and Brazilian Literature and Culture: Eco Brazil: Key Environmental Issues		
PPL 220	Public Policy Analysis		

Ethics

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Advisers

^{§2} John M. Connolly, Professor of Philosophy, *Director*
Elizabeth V. Spelman, Professor of Philosophy

^{*1} Albert Mosley, Professor of Philosophy

^{**1} Susan Levin, Professor of Philosophy

^{*1} Jeffry Ramsey, Associate Professor of Philosophy

^{**2} Donna Riley, Associate Professor of Engineering
Ernest Alleva, Lecturer of Philosophy

This minor offers students the opportunity to draw together courses with a major focus on ethics, and so to concentrate a part of their liberal arts education on those questions of right and wrong residing in nearly every field of inquiry. Background in the history and methods of ethical reasoning will be completed by the study of normative and applied ethics in selected areas of interest.

Requirements: PHI 222 and four other courses offered in various departments and programs at Smith and the Five Colleges. The list of eligible courses tends to vary from year to year, so be sure to consult one of the advisers.

In recent years, courses at Smith, for example, have included

ANT 255	Dying and Death
EGR 205	Science, Technology and Ethics
PHI 221	Ethics and Society
PHI 235	Morality, Politics and the Law
PHI 238	Environmental Ethics
PHI 241	Business Ethics: Moral Issues in the Boardroom and the Classroom
PHI 242	Topics in Medical Ethics
PHI 304	Colloquium in Applied Ethics
PHI/PSY 275	Topics in Moral Psychology
SOC 203	Qualitative Methods

Be sure to check the availability of courses each semester or consult with the director of the program.

Exercise and Sport Studies

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

Donald Steven Siegel, Ed.D.
* James H. Johnson, Ph.D.
** Barbara Brehm-Curtis, Ed.D.
Christine M. Shelton, M.S., *Chair*

Lecturers

Lynn Oberbillig, M.B.A.
Tim Bacon, M.A.
Jacqueline Blei, M.S.
Jane Stangl, Ph.D.
Robert Rausch, Ph.D.

Performance Instructors

Kim Bierwert, B.S.
Christine Davis, M.S.
Bonnie May, M.S.
Suzanne Payne, M.Ed.
Carla Coffey, M.A.
Karen Klinger, M.S.
Scott Johnson, B.S.
Wendy Walker, M.A.
Ellen O'Neil, M.S.T.
David Stillman, B.S.
Richard Cesario
Rosalie Peri, RN, CPT, RYT200
Craig Collins, B.S.
Nancy Rothenberg, 3rd-degree black belt

Lisa Thompson, B.A.
Lynne Paterson, RYT200
Jean Ida Hoffman, M.S.
Judy Messer, RYT, Sensei
Jo Schneiderman, M.Ed.
Cindy Schimelpfenig, A.S.
Katrina O'Brien, B.S., ACA, WFR, NAUI
Jaime Ginsberg, M.Ed.
Lynn Hersey, M.S.
Elizabeth Jacobson
Tyler Hotchkiss
Fran Vandermeer
Kristin Shaw
Deedie Steele

Teaching Fellows

Samantha Allen, B.S.
Marlee Berg, B.A.
Kaillie Briscoe
Shawn Ferriola
Carly Gettler
Lily Hallock, B.S.
Grace Hollowell, B.A.
Francesca Jackson
Courtney Jaworski, B.S.
Amanda Kulik, B.A.
Sinead McSharry, B.S.

A. Theory Courses

100 Playing the Game: Introduction to Exercise and Sport Studies

An overview of the disciplines that address physical activity and sport. The course takes into account the general effects of physical activity and how one studies and analyzes these experiences. Course content includes an examination of behavioral, sociocultural, and biophysical experiences and professional possibilities. 4 credits

Christine Shelton

Offered Fall 2011

107 Emergency Care

The ultimate goal is to teach emergency medical care that will enable the student to a) recognize symptoms of illness or injuries; b) implement proper procedures; c) administer appropriate care; d) achieve and maintain proficiency in all skills; e) be responsible and behave in a professional manner; and f) become certified in Community First Aid/AED and CPR for the Professional Rescuer. Enrollment limited to 10. 2 credits

Craig Collins

Offered both semesters

110 Introduction to Coaching

This course will introduce students to the principles of coaching that are applicable to all sports. Content will include the following areas of sport science: pedagogy, leadership, psychology, biomechanics, physiology, growth and development, and areas of health and wellness related to the well-being of athletes. This course will be of particular interest to education students or those intending to pursue a career in teaching, as the course will prepare students to obtain the American Sport Education Program (ASEP) Coaching Certification, which is now or will be mandatory for public high school coaches in many states, including Massachusetts. Enrollment limited to 20. **{S}** 4 credits

Timothy Bacon

Offered Spring 2012

130 Stress Management

The physical and psychological components of stress, identification of personal stress response patterns and techniques for daily stress management. Enrollment limited to 20. 2 credits

Tim Bacon

Offered Spring 2012

175 Applied Exercise Science

An experiential course designed to introduce students to applied exercise physiology and kinesiology. Energy expenditure, energy systems, aerobic power, exercise fuels, effort perception, applied anatomy and training principles are studied using a system of lecture and laboratory sessions. Enrollment limited to 20. **{N}** 2 credits

Barbara Brehm-Curtis, Katlin Okamoto

Offered Fall 2011

175j Applied Exercise Science

Same description as 175 above.

Lily Hallock

Offered during Interterm

200 Sport: In Search of the American Dream

A study of whether sport has served to promote or inhibit ethnic/minority participation in the American Dream. Biological and cultural factors will be examined to ascertain the reasons for success by some groups and failure by others as high-level participants. The lives of major American sports figures will be studied in depth to determine the costs assessed and rewards bestowed on those who battled racial, ethnic or sexual

oppression in the athletic arena. **{H/S}** 4 credits

Donald Siegel, Christine Shelton

Offered Spring 2012

IDP 208 Women's Medical Issues

A study of topics and issues relating to women's health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion, menopause, depression, eating disorders, nutrition and cardiovascular disease. While the course focus will primarily be on the physiological aspects of these topics, some social, ethical and political implications will be considered, including the issues of violence and the media's representation of women. **{N}** 4 credits

Leslie Jaffe

Offered Spring 2012

210 Kinesiology

A course in applied anatomy and biomechanics. Students learn basic structural anatomy as well as the application of mechanics to human movement. Special emphasis is given to the qualitative analysis of human movement. This is an important course for any student who intends to study physical therapy or personal training. **{N}** 4 credits

James Johnson

Offered Spring 2012

220 Psychology of Sport

An examination of current sport psychology models and theories through a critical examination and analysis of popular sport film. Topics include motivation, team cohesion, leadership, peak performance, anxiety, attention, confidence and psychological skills training. Cultural differences and disability are also addressed. Student performance is evaluated primarily through scholarly writing, oral presentations and a collaborative writing project. PSY 111 is recommended but is not a prerequisite. **{S}** 4 credits

Tim Bacon

Offered Fall 2011

225 Education Through the Physical: Youth Sports

This course is designed to explore how youth sports impacts the health, education and well-being of children. Class components will include an examination of youth sport philosophies, literature on cognitive and physical growth, approaches to coach and parent education, and an assessment of school- and community-

based programs. As a class we will design, organize and implement a series of youth sport days at Smith College. **[S]** 4 credits

Donald Siegel

Offered Fall 2011

240 Outdoor Leadership

This course explores the many roles that leadership plays when working with groups in outdoor environments.

In addition to exposing students to various leadership styles and philosophies, the curriculum also aims to hone competence in judgment, planning and logistics, risk management, environmental literacy, assertiveness, pedagogy and various technical outdoor skills. The purpose of this course is to provide students with the necessary information to develop their leadership skills in an outdoor recreation context. Enrollment limited to 18.

Prerequisite: At least one ESS 940 Outdoor Skills course or similar with permission of the instructor. 2 credits

Scott Johnson

Offered Fall 2011

340 Women's Health: Current Topics

A seminar focusing on current research papers in women's health. Recent topics have included reproductive health issues, eating disorders, heart disease, depression, autoimmune disorders and breast cancer. Prerequisites: 140 or a strong biological sciences background and permission of the instructor. Open to juniors and seniors. This course may not be taken for the S/U grading option. Enrollment limited to 14. **[N]** 4 credits

Barbara Brehm-Curtis

Offered Fall 2011

400 Special Studies

1 to 4 credits

Members of the department

Offered both semesters

B. Performance Courses Credit

Performance courses are offered for credit in a wide variety of activities. Each class is designed to enhance the student's physical skills, fitness, knowledge of human movement, and understanding of the role of physical activity in a healthy lifestyle. Each course encompasses a combination of instruction in technique, readings, lecture and discussion. In general, each section

involves an average of two scheduled hours per week. Students may count no more than four performance course credits toward their degree. Courses with multiple sections may be repeated for credit, but individual course sections may not be repeated for credit.

901 Aquatic Activities

Beginning Swimming

A course in the development of basic swimming skills and the conquering of fear of the water. Priority will be given to establishing personal safety and enhancing skills in the water. Persons enrolling in this course will learn about the basic principles of swimming in terms of buoyancy and propulsion. The primary performance goals are survival swimming skills and comfort in the water. A person who can swim at least one length of the pool is not eligible for this course. Limited to 12 novice or nonswimmers. 1 credit

Karen Klinger

Offered both semesters

Advanced Beginning Swimming

This course will focus on the improvement of swimming skills. Performance goals include being able to swim all four strokes and the turns associated with those strokes at a level that surpasses initial performance by the end of the semester. Students are assessed at the beginning and end of the semester with the aid of video feedback. Prerequisite: ability to swim at least one length of the pool. Enrollment limited to 12. 1 credit

Craig Collins, Fall 2011

Amanda Kulik, Spring 2012

Offered both semesters

Intermediate Swimming

This course will focus on improving swimming techniques in all four strokes and introducing the use of the pool as a fitness medium in preparation for swim conditioning. Enrollment limited to 18. 1 credit

Craig Collins

Offered Fall 2011

Swim Conditioning

Swimming workouts to improve physical fitness. Stroke improvement, exercise program design and a variety of aquatic training modalities will also be included. Intermediate swimming ability required. Enrollment limited to 20. 1 credit

Craig Collins

Offered Spring 2012

Springboard Diving

The understanding of the principles and development of diving skills necessary to perform at least 10 different dives from five categories. Enrollment limited to 8.

1 credit

Kim Bierwert

Offered both semesters

SCUBA Diving I

The use and care of equipment, physiology and techniques of SCUBA diving. Students must supply their own mask, fins, and snorkel, which may be purchased through the instructor. Optional NAUI certification through open water dives is available for a fee. Prerequisite: satisfactory swimming skills and good health. Enrollment limited to 26. 1 credit

David Stillman

Offered both semesters

Aqua-Aerobics

This fun-filled class teaches the value of vertical exercise in the water while shattering the myth that it is primarily for senior citizens or people with injuries. All exercises are choreographed to music that is upbeat and motivating. Designed to have fun and educate, this class is a great way to start your day. Enrollment limited to 20. 1 credit

Craig Collins

Offered Fall 2011

905 Water Safety*Lifeguard Training*

American Red Cross Certification in Lifeguard Training and Basic First Aid/AED (Automated External Defibrillator) and CPR for the Professional Rescuer. Prerequisites: 300-yard swim using crawl, breast and side strokes, and retrieval of 10 lb. brick from 8 ft. depth. Enrollment limited to 10. 2 credits

Craig Collins

Offered Spring 2012

920 Fencing*Fencing I*

The basic techniques of attack and defense, footwork, rules, equipment, strategies and techniques involved in foil fencing. A brief historical background of the tradition and origins of fencing. Enrollment limited to 16 per section. 1 credit

Jacqueline Blei

Offered both semesters

Fencing II

A review of footwork, simple attacks and lateral parries progressing to compound attacks and strategies. Circular Parries, Riposte and In-Direct Riposte will be included in the defense. The course will conclude with a tournament at a neighboring school or club. Prerequisite: Foil Fencing or permission of the instructor. Enrollment limited to 16. 1 credit

Jacqueline Blei

Offered Spring 2012

925 Golf*Golf I—Beginner*

An introduction to the game of golf. Taught from "green to tee," this course will teach the basic mechanics of the swing as well as correct club selection. The initial focus of the course will be directed to the "short game" and develop toward appropriate use of mid-, and long irons, concluding with woods/metals. Applied rules of golf and etiquette will also be addressed. Pending weather, field trip experience may be scheduled at the end of the term. Equipment is provided. Class meets first seven weeks of the fall semester. In the spring semester, class meets last six weeks. Enrollment limited to 10 per section. 1 credit

Wendy Walker, Fall 2011

Lynn Hersey, Spring 2012

Offered both semesters

930 Equestrian

A series of courses in hunter seat equestrian and basic dressage. Attention also given to safety, use and care of equipment, equine health and stable management. Students must attend registration session to be announced in eDigest.

All sections are to be arranged. There is a fee.

Equestrian I

For students in their first semester of riding at Smith. Sections range from beginner to advanced levels on the flat and over fences. 1 credit

Suzanne Payne, Cindy Schimelpfenig, Elizabeth Jacobson, Tyler Hotchkiss

Offered both semesters

Equestrian II

For students in their second semester of riding at Smith. Sections range from advanced beginner to advanced levels on the flat and over fences. Prerequisite: Equestrian I. 1 credit

Suzanne Payne, Cindy Schimelpfenig, Elizabeth Jacobson, Tyler Hotchkiss

Offered both semesters

Equitation III

For students in their third semester of riding at Smith.

Low intermediate to advanced levels on the flat and

over fences. Prerequisite: Equitation II. 1 credit

Suzanne Payne, Cindy Schimelpfenig, Elizabeth

Jacobson, Tyler Hotchkiss

Offered both semesters

Equitation IV

For students in their fourth semester of riding at Smith.

Intermediate to advanced levels on the flat and over

fences. Prerequisite: Equitation III. 1 credit

Suzanne Payne, Cindy Schimelpfenig, Elizabeth

Jacobson, Tyler Hotchkiss

Offered both semesters

940 Outdoor Skills*Outdoor Adventure Sampler I*

This exciting course is an opportunity to experience the

many activities that make up the world of Outdoor Ad-

venture. While visiting many of our local natural areas,

students may be introduced to rock climbing, kayak-

ing, canoeing, mountain biking, orienteering and

backcountry travel. Class meets the first seven weeks of

the fall semester. Enrollment limited to 10. 1 credit

Katrina O'Brien

Offered in the Fall 2011

Outdoor Adventure Sampler II

This winter season sampler course is another oppor-

tunity to experience the various activities that keep us

outside and having fun in the snow. While visiting our

many local natural areas, students will be introduced

to nordic skiing, snowshoeing, ice climbing, caving,

snow-shelter building, winter canoeing and kayaking,

and the essentials of backcountry travel in the cold.

Class meets the first seven weeks of spring semester.

Enrollment limited to 10. (E) 1 credit

Katrina O'Brien

Offered Spring 2012

Backpacking and Wilderness Travel

The objective of this course is to teach students the

fundamentals of backpacking and outdoor travel.

This will include, but not be limited to, principles of

orienteering, backcountry camp craft, travel techniques

in different regions and conditions, low-impact camp-

ing theories, as well as familiarity with the equipment

involved. An emphasis is placed on traveling light while

following leave no trace (LNT) principles. Please note

that this class will serve only as a basic introduction

and will not certify or prepare the student for the full

range of outdoor travel scenarios. A three-day fall-break

backpacking trip is mandatory. Class meets the first six

weeks of the fall semester. (E) 1 credit

Katrina O'Brien, Francesca Jackson

Offered Fall 2011

Flatwater Canoeing

An introduction to solo and tandem canoeing. Students

progress from flatwater lake paddling to river run-

ning in this outdoor adventure class. Students are also

taught how to take a multi-day canoe trip and learn

such touring skills as map reading, portaging, plan-

ning and camp cooking. Students have the opportunity

to participate in a weekend overnight trip. Class meets

the first seven weeks of the fall semester. Enrollment

limited to 10. 1 credit

Katrina O'Brien

Offered Fall 2011

Whitewater Canoeing

An introduction to solo and tandem whitewater canoe-

ing. This exciting class is taught on local rivers offering

Class I and II rapids during the spring. Class meets the

last six weeks of the semester. Prerequisite: previous

flatwater canoeing experience, plus satisfactory swim-

ming skills. Enrollment limited to 10. 1 credit

Katrina O'Brien, Francesca Jackson

Offered Spring 2012

Whitewater Kayaking

An introduction to solo whitewater kayaking. This

more adventurous class begins in the pool and pond

with basic paddling skills, then progresses to local fast-

water rivers. Students should expect to run Class I and

II rapids. Class meets the last eight weeks of the spring

semester. Prerequisite: satisfactory swimming skills.

Enrollment limited to six per section. 1 credit

Scott Johnson, Katrina O'Brien

Offered Spring 2012

Rock Climbing I

This course is designed to introduce the fundamentals

of rock climbing to the beginner. It will emphasize

smooth climbing technique as well as familiarity with

the equipment, various knots, belaying and rappelling.

Basic top-rope anchor building will also be covered.

Safety issues will also be a strong emphasis in this

course. The majority of class time will take place on the Ainsworth gym climbing wall, but will also include two off-campus trips. Enrollment limited to 12. 1 credit

Scott Johnson

Offered both semesters

Rock Climbing II

This course will review the fundamentals of rock climbing, then introduce more advanced skills with a greater emphasis on gaining proficiency with outdoor climbing techniques and top-rope anchor building. Safety issues will remain a strong emphasis in this course.

The majority of class time will take place off-campus at nearby cliffs. Prerequisite: Rock Climbing I or permission of the instructor. Class meets for the last six weeks of the spring semester. Enrollment limited to 8. 1 credit

Scott Johnson

Offered Spring 2012

945 Physical Conditioning

Aerobics

Exercise to music. Various exercise styles will be introduced. This class will also cover basic exercise principles, injury prevention, and the fundamentals of exercise program design. The goal of this course is to enable students to enter any group fitness setting with confidence. Enrollment limited to 35. 1 credit

Rosalie Peri

Offered both semesters

Kickboxing I

This class is recommended for both the curious beginner and the experienced kickboxer. It incorporates martial art forms, a variety of strength/fitness drills, as well as standard boxing techniques. Students start by learning proper form of the basic techniques before progressing to more complicated combinations. Enrollment limited to 20 per section. 1 credit

Judy Messer

Offered both semesters

Kickboxing II

This class kicks up the fighting skills and conditioning level from Kickboxing I. Each class will include group, partner and individual training consisting of but not limited to short group cardio workouts, jumping rope, medicine balls, weights, fitness balls, floor mat work, striking mitts, striking paddles and heavy bag training. Prerequisite: Each student must have completed the

Kickboxing I class or completed another Kickboxing Course that is instructor approved. Good health is a must. Participating student will be challenged at a high fitness level. Enrollment limited to 18. 1 credit

Judy Messer

Offered Spring 2012

Physical Conditioning

A course designed to teach the basics of functional fitness. Aerobic and anaerobic exercises are emphasized. Students learn the fundamentals of exercise training. Strong emphasis is placed on multiple forms of exercise and how to design an individualized exercise program. Students are expected to exercise outside of class. Enrollment limited to 14. 1 credit

Francesca Jackson, Courtney Jaworski, Kaillie Briscoe, Fall 2011

Courtney Jaworski, Francesca Jackson, Spring 2012

Offered both semesters

945j Physical Conditioning

A repetition of 945. 1 credit

To be announced

Offered during Interterm 2012

Self-Paced Fitness

An introduction to the principles and methods of training to improve and maintain fitness. Each student designs and follows an individualized conditioning program. Programs are tailored to the needs of the student. Each individual is monitored throughout the semester, and students are expected to do most of their exercise out of class. Enrollment limited to 20. 1 credit

Carla Coffey

Offered both semesters

360 Degree Fitness

A vigorous fitness course designed for students interested in high-level training. Individual assessments are made to assess aerobic and anaerobic power. We will assess VO2 max, power, speed and agility. Individualized training programs will be developed and administered. Class meets first eight weeks of the semester. Enrollment limited to 12. 1 credit

Jaime Ginsberg

Offered Spring 2012

Field Sport Fitness

Field Sport Fitness will combine aspects of a variety of field sport training techniques designed to enhance

fitness and skill in field sports. This class involves athletic conditioning using sport specific training in field hockey, lacrosse, soccer, ultimate Frisbee and flag football. This class will be held on Smith's new turf field. First nine weeks of the fall semester. Enrollment limited to 20. 1 credit

Jaime Ginsberg

Offered Fall 2011

Pilates Mat Training I

A course designed to teach the mat exercises of Joseph Pilates. These exercises are designed to increase core strength, increase joint mobility and stability, and increase muscle tone and flexibility. By the end of this course the student will be able to develop and maintain their own Pilate's matwork program. Enrollment limited to 25. 1 credit

Rosalie Peri, Jean Hoffman

Offered both semesters

Pilates Mat Training II

A course designed to teach intermediate to advanced mat exercises developed by Joseph Pilates. This course will explore the history of Pilates, the benefits of Joseph Pilates matwork and the six main Pilates principles. Prerequisite: Pilates Mat Training I or permission of the instructor. Enrollment limited to 25. 1 credit

Rosalie Peri

Offered Spring 2012

950 Sculling

An introduction to sculling techniques. A variety of boats are utilized to teach this great lifetime sport including singles and doubles. Classes will be taught on Paradise Pond and the Connecticut River. In the spring semester, class meets last six weeks. Prerequisite: satisfactory swimming skills. Enrollment limited to 8 per section. 1 credit

Amanda Kulik

Offered Spring 2012

955 Self-Defense

Self-Defense I

This course offers strategies for personal safety and confident communication skills. Nonverbal, verbal and physical techniques will be emphasized. Enrollment limited to 20. 1 credit

Nancy Rothenberg

Offered both semesters

Kung Fu

Indonesian Kung Fu is a traditional martial art that offers students physical fitness, coordination, increased focus, energy and awareness, self-discipline and personal growth. This course includes meditation, breath and energy awareness, physical conditioning, stretching, self-defense, choreographed sparring combinations and forms. Enrollment limited to 20. 1 credit

Nancy Rothenberg

Offered both semesters

Qigong

Qigong (or chi kung) is an internal Chinese meditative practice that uses slow and precise body movements, controlled breathing and mental focusing to promote the circulation of qi (life force energy), and increase coordination, flexibility, muscle strength and overall health and well-being. Students learn 36 warm-up exercises from the Chinese system of Liangong and 64 Movements of Wild Goose Qigong. Enrollment limited to 20. 1 credit

Nancy Rothenberg

Offered Spring 2012

Tai Chi I

An introduction to the Chinese martial art that was developed over 300 years ago. Emphasis will be on learning and understanding the unique movements of Chen Taijiquan, proper practice for health and self-defense applications. No prerequisites. Enrollment limited to 20 per section. 1 credit

Richard Cesario

Offered both semesters

Tai Chi II

Twenty-four posture Tai chi, a standardized form from mainland China. Prerequisite: Tai Chi I or permission of the instructor. Enrollment limited to 26 per section. 1 credit

Richard Cesario

Offered Fall 2011

Ba Gua Zhang

Eight Trigram Palm, is a traditional Chinese martial art once used by the Emperor's Imperial Guard. Its theory is based on the I Ching, Book of Changes, and the eight surrounding trigrams. As a martial art, Ba Gua Zhang incorporates a number of training methods, making it a challenging and effective practice in terms of self-defense and health building. This course will

teach strengthening postures, strike sequences, turning the circle and forms that are the four pillars of this unique martial art. Enrollment limited to 20. 1 credit

Richard Cesario

Offered Spring 2012

960 Racket Sports

Introduction to Racquet Sports

Racquet sports are consistently rated the highest among all sports in terms of fitness, health, wellness and social interaction, especially over the course of the lifespan. This course will introduce students to the principles that are applicable to all racquet sports. Content will include the following areas: tennis, badminton, British racketball, table tennis and squash. Enrollment limited to 10. 1 credit

Tim Bacon

Offered Fall 2011

Badminton

The development of badminton skills, strokes and strategy. Students will learn to play singles and doubles in this fast indoor sport. Enrollment limited to 16. Course will meet first 8 weeks of the semester. 1 credit

Sinead McSharry, Kaillie Briscoe

Offered Spring 2012

960j Badminton

A repetition of 960. Enrollment limited to 16. 1 credit

Kaillie Briscoe

Offered Interterm 2012

British Racketball

British Racketball is similar to squash played with a racquetball racquet and slow-bouncing "British" racketball on a standard sized squash court. British Racketball is the easiest of the racquet sports to learn and is an ideal introduction for those with minimal experience in racquet sports. Students are encouraged to register for the ESS squash, tennis and badminton classes following completion of this course. Non-marking shoes suitable for squash are mandatory. (E) 1 credit

Sinead McSharry

Offered Fall 2011

Squash I

Instruction in basic strokes, rules, tactics and strategy designed to allow the student to progress to a USSRA

level 2.0 to 2.5 (Beginner). Enrollment limited to 10. 1 credit

Sinead McSharry, Dorothy Steele

Offered Spring 2012

Tennis I—Beginning

Students will be introduced to the basic strokes of tennis (forehand, backhand, volleys, serves). Singles and doubles play and basic positioning will be presented. Tennis rules and etiquette will be included in the curriculum. Enrollment limited to 16 per section. 1 credit

Samantha Allen, Amanda Kulik

Offered both semesters

Tennis II—Advanced Beginning

Students must have a working knowledge of the four basic tennis strokes (forehand, backhand, volleys, serves). The format for Tennis II is a "play and learn" environment. There will be emphasis on positioning and basic strategies for singles and doubles. Lobs and overheads will be introduced. In addition, tennis drills will be presented to help students refine and practice the four basic strokes. Prerequisite: Tennis I or permission of the instructor. Enrollment limited to 16 per section. Meets the first eight weeks of the semester. 1 credit

Christine Davis, Samantha Allen

Offered both semesters

975 Yoga

Yoga I

An introduction to basic hatha yoga poses, breath techniques, meditation and yoga philosophy. Designed to help students reduce stress, improve strength and flexibility, and enjoy the mind/body connection. Enrollment limited to 26 per section. 1 credit

Elizabeth Thompson, Lynne Paterson, Jo Schneiderman

Offered both semesters

Yoga II

Continuing level of Anusara Yoga will include a refinement of postures, breath and meditation techniques. Introduction of intermediate postures with emphasis on standing poses, back bends, inversions and arm balances will provide a vehicle for deeper exploration of yoga practice and philosophy. Prerequisite: Yoga I. Enrollment limited to 26. 1 credit

Lynne Paterson

Offered Spring 2012

Riding

In addition to riding classes for credit, noncredit riding instruction and participation in competitive riding are available at Smith College. A fee is charged for these courses, payable at registration each semester. Further information may be obtained from Suzanne Payne, director of riding/team coach, extension 2734.

The Minor in Exercise and Sport Studies

Advisers: Barbara Brehm-Curtis, James H. Johnson

The Department of Exercise and Sport Studies minor is designed to provide students with a comprehensive introduction to exercise and sport studies. This course of study would be useful for students with an interest in exercise and sport and for those considering graduate study or a career in exercise science; community, worksite or other fitness programs; and the health sciences such as physical therapy and medicine. Students interested in coaching receive certification.

Requirements: Six four-credit courses, including 100 and either 210 or 215. The other courses (16 credits) may be selected from ESS departmental offerings. In addition, one appropriate course from another department may be substituted with the adviser's permission. A maximum of four performance course credits may be counted toward the minor. Course selection for the minor must be approved by a faculty adviser.

Areas of Emphasis and Course Recommendations

Students may wish to follow one of the following specific areas of emphasis:

Coaching/Education

ESS 100, 107, 110, 215, 220, 225, EDC 336

Exercise Science

ESS 100, 107, 150, 210, 215, 220, 400

Health

ESS 100, 107, 130, 140, 150, 340, IDP 208

Sociocultural Perspectives

ESS 100, 130, 140, 200, 215, 220, 225, 230, 340

Graduate

M.S. in Exercise and Sport Studies

Adviser: Donald Siegel

Requirements: The master's degree in exercise and sport studies is a 51-credit program that is tracked over the course of two years. Candidates receive theoretical and applied practice in coaching through 12 credits of a practicum experience by serving as an assistant coach to an intercollegiate team.

501 Seminar in Administration of Athletic Teams

The administration of sport and athletic teams is the major focus of this course. The course focuses on planning, organization, directing and controlling various facets including scheduling, purchasing, budgeting and recruiting of a sports program. Limited to those enrolled in ESS 505 and 506. 2 credits

Lynn Oberbillig

Offered Fall 2011

502 Philosophy and Ethics

This course will introduce selected topics in ethics and philosophy of sport as they relate to coaching and the broader conception of sport in a democratic and capitalist culture. Drawing on case studies and contemporary sources, the course will examine beliefs about the value of competitive sport, its relationship to higher education and its implication for coaches. 2 credits

Christine Shelton

Offered Fall 2011

505d Practical Foundations of Coaching

Assisting in the coaching of an intercollegiate team. Weekly conferences on team management, coach responsibilities and coaching aids. 6 credits

Jacqueline Blei, Bonnie May

Full-year course; Offered each year

506d Advanced Practicum in Coaching

Independent coaching and the study of advanced coaching tactics and strategy in a specific sport. Prerequisite: 505d. 6 credits

Jacqueline Blei, Bonnie May

Full-year course; Offered each year

507 Critical Thinking and Research in Coaching

A colloquium on current research in coaching. Graduate students, ESS faculty and the coaching staff of the athletic department will meet to discuss and share work in progress as well as analyze coaching experiences and problems. May be repeated for credit. 1 credit

Robert Rausch

Offered Fall 2011

510 Biomechanics of Sport

Emphasis on the concepts of biomechanics as applied to sport. Biomechanics of the human body is also covered. Prerequisite: 210, undergraduate kinesiology or biomechanics. **{N}** 4 credits

James Johnson

Offered Spring 2012

540 Microcomputers in Exercise and Sport Studies

Examination of computer utilization in exercise and sport studies. Major course components include (a) databases and spreadsheets, (b) internet resources, (c) digitized video and (d) biochemical analysis. This class meets the last six weeks of the semester. **{M}** 2 credits

Donald Siegel

Offered Spring 2012

555 Sports Nutrition

The purpose of this course is to provide students with a basic understanding of the relationships among nutrition, health, and athletic performance. Students in this course will apply basic nutrition science information to sports training and competition. This course will focus extensively on what coaches and athletes need to know about nutrition for optimal performance. 2 credits

Barbara Brehm-Curtis

Offered Fall 2011

560 Sociocultural Analysis of Sport

Sport is one of the most pervasive social institutions within U.S. and North American society. Sociological and cultural studies concepts will be employed to investigate sport as a social institution in its own right, as well as its inter-relationship with other institutions. Herein, sport is examined as a key agent in contemporary culture and ideological development. Graduate status only. Enrollment limited to 20. 4 credits

Jane Stangl

Offered Spring 2012

570 Sport Psychology

An examination of the theory and application of psychological skills training in sport from a cognitive-behavioral perspective. Included are strategies that affect behavior, motivation, perception and self-beliefs. Leadership and group dynamics will also be covered. Case studies will be used to facilitate operationalizing theory. **{S}** 4 credits

Donald Siegel

Offered Fall 2011

580 Special Studies

Coaching issues, exercise science and sociocultural aspects of sport or other approved topics. Hours scheduled individually. Optional for graduate students. 1 to 4 credits

Members of the department

Offered both semesters

590 Thesis

Optional for graduate students.

4 credits

Offered both semesters

590d Thesis

Optional for graduate students.

2 or 4 credits per semester

Full-year course

Film Studies

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Associate Professor

Alexandra Keller, Ph.D., *Director*

McPherson Postdoctoral Fellow

Jennifer Malkowski, Ph.D.

Assistant Professor

Bernadine Mellis (Five College Visiting Artist in Film and Video Production)

Lecturer

Lucretia Knapp, M.F.A.

Advisers

^{\$1,2} Anna Botta, Professor of Italian Language and Literature

^{*2} Dawn Fulton, Associate Professor of French Studies
Jefferson Hunter, Professor of English Language and Literature

Alexandra Keller, Associate Professor of Film Studies
Barbara Kellum, Professor of Art

^{*2} Daniel Kramer, Assistant Professor of Theatre
Richard Millington, Professor of English Language and Literature

Fraser Stables, Associate Professor of Art

^{*2} Frazer Ward, Associate Professor of Art

Joel Westerdale, Assistant Professor of German Studies

150 Introduction to Film Studies

This course offers an overview of cinema as an artistic, industrial, ideological and social force. Students will become familiar with the aesthetic elements of cinema (visual style, editing, cinematography, sound, performance, narration and formal structure, etc.), the terminology of film production, and the relations among industrial, ideological, artistic and social issues. Films (both classic and contemporary, mainstream and experimental) will be discussed from aesthetic, historical and social perspectives, enabling students to approach films as informed and critical viewers. Enrollment limited to 60. Priority given to Smith College film studies minors and Five College film studies majors. Formerly 200. **{A}** 4 credits

Alexandra Keller

Offered Fall 2011

234 The Art of Film

Intensive practice in the formal analysis of classic films. Using a workshop format, with students bringing in brief film clips for the class to discuss, we'll examine such elements of filmmaking as mise-en-scène (costumes, makeup, set, location shooting) cinematography (lighting, black-and-white, color, widescreen techniques), camera work (framing, tracking shots,

crane shots, close-ups and long shots, zooms, long takes, slow-motion, depth of field), editing (cuts, jump cuts, dissolves, fades, montage sequences, wipes, split screens), soundtrack (diegetic and nondiegetic music, voiceovers, sound bridges, silence), and performance (improvisation, singing and dancing, acting for the camera). The course will also provide frequent practice in (and guidance about) writing on film. Prerequisite: FLS 150 or permission of the instructor. Enrollment limited to 15. **{A}** 4 credits

Jefferson Hunter

Offered Spring 2012

240 Film and Music

A survey of film and music in their various relations. Music in an essential cinematic technique; music as a rich subject for film. Examples drawn from different periods and countries: the mainline cinema with orchestral scores, silent film with various kinds of accompaniment, animation with music, filmed musical comedy and opera, musical biopics, television drama with lip-synched songs, the Bollywood musical. Prerequisite: a college course in film, literature or music.

{A/L} 4 credits

Jefferson Hunter

Offered Spring 2012

251 Everything New Is Old Again: Linking Cinema and New Media

PENDING CAP APPROVAL

Cinema faces sweeping changes in the 21st century: digital technologies are widely replacing celluloid film, theatrical exhibition continues to decline, and the list of competing entertainment forms is growing. Appropriating Peter Greenaway's provocation, "Cinema is dead, long live cinema," this course will consider the challenge new media presents to cinema's primacy, but also the ways in which cinema survives and thrives in a digital age. We will identify the aspects of new media indebted to "old" media and will uncover how new media has reshaped cinema through CGI, video games, digital editing, and so on. Prerequisite: 150 strongly recommended. Permission of the instructor required. Enrollment limited to 20. (E) **[A]** 4 credits

Jennifer Malkowski

Offered Spring 2012

280 Introduction to Video Production

Section I Fall:

In this course, we'll radically rethink what it means to use film to tell the truth, bear witness or represent reality. We'll explore work that challenges conventions while still locating itself (if uneasily) under the umbrella of documentary. Through screenings, readings, and our own video projects, we will investigate various critical interventions into the form. We will look at the diary film, performative documentary, re-worked archival imagery, the essay film, ambient video, multimedia, hybrid forms, queered texts and more. As an introduction to video production, the course will provide a foundation in the principles, techniques and equipment involved in making short videos. Prerequisite: 150 (which may be taken concurrently). Priority given to Smith College film studies minors and Five College film studies majors. Application and permission of instructor required. Enrollment limited to 12.

[A] 4 credits

Bernadine Mellis

Offered Fall 2011

Section I Spring:

This course is an introduction to the contemporary practice of independent experimental video and video art production through screenings, discussion, class exercises and the acquisition of conceptual and basic technical skills. Students will complete three individual

video projects. Each project will involve the development of a concept or narrative arc, manifested through moving visuals and audio. Projects are designed so that students learn to develop content as well as foundational proficiency in the use of a video camera and digital video editing. Prerequisite: 150 (which may be taken concurrently). Priority given to Smith College film studies minors and Five College film studies majors. Permission of the instructor required. Enrollment limited to 12. **[A]** 4 credits

Lucretia Knapp

Offered Spring 2012

282 Advanced Documentary Production Workshop

In this class, we will take skills and insights gained in introductory production courses and develop them over the length of the semester through the creation of one short documentary project, 10 minutes long. We will explore the ethical questions and ambivalences inherent in this medium, seeking complex answers to difficult questions about representation and the often blurry lines between fiction and nonfiction. We will watch documentaries each week, films that introduce us to new ideas both in their content and in their form. Come with your idea; we will hit the ground running with proposed writing the first week. Prerequisite: Beginning Video Production. Application and permission of the instructor required. Enrollment limited to 12. **[A]** 4 credits

Bernadine Mellis

Offered Spring 2012

345 Seminar: "Death 24x a Second": Violence, Mortality and the Moving Image

PENDING CAP APPROVAL

If cinema is, as Andre Bazin writes, "change mummified," then violence and death are among the most dramatic physical changes to "mummify" on film. This course will study the long and complex relationship cinema has had with these bodily spectacles, stretching back to the medium's technological predecessor in 19th-century photography. We will examine diverse strategies for their representation to consider questions such as: In what ways have censorship and taboo impacted the way violence has been screened? How can cameras make the internal processes of death externally visible—especially in the case of natural death? Although violence and death are often portrayed as universal experiences of embodiment, how do politics and identity (gender, race/ethnicity, age, etc.) influence

their representation? What are the ethics of filming "real" violence and death in a documentary mode, and how do audiences respond to such footage? Lastly, how are cultural attitudes toward violence and death reflected in *and* shaped by their filmic representation? Prerequisite: 150 or permission of the instructor. (E)

{A} 4 credits

Jennifer Malkowski

Offered Fall 2011

350 Questions of Cinema

Topic: Film and Visual Culture from Surrealism to the Internet. This class will investigate cinema and its relationship to the rest of 20th- and 21st-century art. Working with the premise that film was arguably the most influential, powerful and central creative medium of the 20th century, the course will examine how film has influenced and been influenced by, interacted with, critiqued, defined, and been defined by other media, including photography, painting, sculpture, performance and what has become known as New Media. Historically, we shall examine how film moved from a marginal to a mainstream art form, while still maintaining a very active avant-garde practice. The class also looks at how cinema has consistently and trans-historically grappled with certain fundamental issues and themes, comparing the nature of cinematic investigation with that of other media. Among the movements and ideas we will explore are surrealism, abstraction, seriality, structural materialism, conceptual art, feminism, monumentality, duration, blockbuster culture, post-modernism, postcolonialism, new media. Prerequisite: 150 and permission of the instructor. Enrollment limited to 12. **{A}** 4 credits

Alexandra Keller

Offered Spring 2012

351 Film Theory

This upper-level seminar explores central currents in film theory. Among the ideas, movements and concepts we will examine: formalist, realist, structuralist, psychoanalytic, feminist, and poststructuralist theories; auteur; genre; queer and cultural studies; and approaches to questions regarding the nature, function and possibilities of cinema. We will also consider how new media and new media theories relate to our experience in film and film theory. We will understand film theory readings through the socio-cultural context in which they were and are developed. We will also be

particularly attentive to the history of film theory: how theories exist in conversation with each other, as well as how other intellectual and cultural theories influence the development, nature and mission of theories of the moving image. We will emphasize written texts (Bazin, Eisenstein, Kracauer, Vertov, Metz, Mulvey, De Lauretis, Doty, Hall, *Cabiers du Cinéma*, the Dogme Collective, Manovich, etc.), but will also look at instantiations of film theory that are themselves acts of cinema (*Man With a Movie Camera*; *Rock Hudson's Home Movies*; *The Meeting of Two Queens*). The course is designed as an advanced introduction and assumes no prior exposure to film theory. Fulfills the film theory requirement for the major and minor. Prerequisite: 150 or the equivalent. Priority given to Smith College film studies minors and Five College film studies majors. Priority given to seniors, then juniors. Enrollment limited to 12. **{A}** 4 credits

Alexandra Keller

Offered Spring 2012

400 Special Studies

1–4 credits

Offered both semesters each year

Cross-Listed Courses

CLT 266 South African Literature and Film

Katwiva Mule

Offered Spring 2012

ENG 334 Servants in Literature and Film

Ambreen Hai

Offered Fall 2011

FRN 252 Cities of Light: Urban Spaces in Francophone Film

Dawn Fulton

Offered Fall 2011

FYS 119 Performance and Film Criticism

Kiki Gounaridou

Offered Fall 2011

FYS 170 Crime and Punishment

Jefferson Hunter

Not offered 2011–2012

GER 230 Topics in German Cinema*Topic: East German Cinema 1946–1992**Joseph McVeigh*

Not offered 2011–2012

GER 231 Topics in German Cinema*Topic: Cinema of East Germany**Barton Byg*

Offered Fall 2011

GER 300 German Literature and Society (Taught in German)*Topics: German Culture and Society**Mara Taylor*

Offered Fall 2011

GER 360 Advanced Topics in German Studies*Topic: Brave New Worlds: The Experience of Exile and Migration in 20th-Century German Literature and Film**Gertraud Gutzmann*

Offered Spring 2012

ITL 252 ITALY: “La Dolce Vita”*Alfonso Procaccini*

Offered each Fall

JUD 362 Seminar in Jewish Literature and Culture*Topic: Yiddish Film**Justin Cammy*

Offered Spring 2012

THE 344 Directing I*Daniel Kramer*

Offered Spring 2012

THE 361 Screenwriting*Andrea Hairston*

Offered Spring 2012

THE 362 Screenwriting*Andrea Hairston*

Offered Spring 2012

Five College Film Studies Major

The Five College film studies major is in film studies as opposed to film production. While the film faculty believes that all students should be familiar with film and video production, the major is not designed to train students to enter the film industry without further training. As with all liberal arts majors, film is studied in relation to all the arts, humanities and social sciences, and can lead to careers in teaching, arts administration, Web design or freelance work in nonindustry venues. The major is composed of ten courses, one of which may be a component course. (A core course is one in which film is the primary object of study; a component course is one in which film is significant but not the focus of the course.) Of these ten courses, at least two (but no more than five) must be taken outside the home institution. In addition, each student must have an adviser on the home campus, and the requirements for the major may vary slightly from campus to campus.

Program of Study

1. Introduction to Film (must be taken on the home campus)
2. One film history course (either a general, one-semester survey or a course covering approximately fifty years of international film history)
3. One film theory course
4. One film genre or authorship course (generally on a single director or group of directors)
5. One national or transnational cinema course
6. One special topics course (may be a component course)
7. One advanced seminar in a special topic
8. One film, video, or digital production course, or a screenwriting course; but no more than two such courses may be counted toward the major
9. Two electives from any of the above categories

A thesis is optional; students should check with their home campus adviser.

In the course of fulfilling the program of study, at least one course must focus on non-narrative film (documentary or experimental), and at least four courses

should be at the advanced level. Courses can fit into more than one category, but a single course may not be used to satisfy two of the numbered requirements above.

Smith College Advisers

Alexandra Keller, Director, Film Studies Program

Anna Botta, Italian Language and Literature

Dawn Fulton, Department of French Studies

Jefferson Hunter, Department of English Language and Literature

Barbara Kellum, Department of Art

Daniel Kramer, Department of Theatre

Rick Millington, Department of English Language and Literature

Fraser Stables, Department of Art

Frazer Ward, Department of Art

Joel Westerdale, Department of German Studies

McPherson Postdoctoral Fellow

Jennifer Malkowski, Ph.D.

Five College Visiting Artist in Film and Video Production

Bernadine Mellis

Lecturer

Lucretia Knapp

The Minor

The Film Studies Program provides the opportunity for in-depth study of the history, theory, and criticism of film and other forms of the moving image. Our goal is to expose students to a range of cinematic works, styles and movements and to help them understand the medium's significance as an art form, as a technology, as a means of cultural and political expression, and as symptomatic of social ideologies.

Requirements: Six semester courses to be taken at Smith or, by permission of the director, elsewhere among the Five College institutions.

Required courses:

FLS 150 Introduction to Film Studies

FLS 351 Film Theory

Smith College Advisers

Anna Botta, Professor of Italian Language and Literature

Dawn Fulton, Associate Professor of French Studies

Jefferson Hunter, Professor of English Language and Literature

Alexandra Keller, Associate Professor of Film Studies, *Director*

Barbara Kellum, Professor of Art

Daniel Kramer, Assistant Professor of Theatre

Richard Millington, Professor of English Language and Literature

Fraser Stables, Assistant Professor of Art

Frazer Ward, Associate Professor of Art

Joel Westerdale, Assistant Professor of German Studies

Honors

Director: Alexandra Keller

430d Honors Project

A thesis on a film studies topic or a creative project.

8 credits

Members of the department

Full-year course; Offered every year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

First-Year Seminars

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Susan M. Etheredge, Professor of Education and Child Study, *Director*

First-Year Seminars (FYS) are inter- or multidisciplinary courses that enable faculty and first-year students to engage in extensive inquiry about an issue, a topic or a problem that is of special interest to the instructor(s). First-Year Seminars are focused on the seminar-style of investigation; they are not survey courses or introductions to a specific discipline. They afford the faculty and students an opportunity to explore a subject broadly and intensively.

First-Year Seminars are voluntary, but we encourage students to enroll in them since they aim to give new students a unique introduction to college-level learning. First-Year Seminars are small in size (16 students, 20 if team-taught) and are restricted to first-year students. They incorporate training in the use of intellectual capacities that form the foundation of a successful liberal arts education. These capacities include some or all of the following: writing, speaking, library research, accessing databases, working in small groups, quantitative reasoning and critical thinking. First-Year Seminars are also effective in showing students how to integrate student support services into their academic pursuits.

FYS 100 Food for Thought

If we are what we eat, then who are we? How do our food choices reflect our identity and determine our future? How does food production impact local, national and global security? How are food distribution and democracy linked? Hungry students sample the landscape of food, from its origins to recent trends, here in the Connecticut River Valley, as well as in North American cities, the Arctic Circle, the Caribbean, France and Italy. Course ingredients include local field trips, films and guest experts in agriculture, architecture, botany, education, politics and tourism. Some of this curriculum is edible; all is a recipe for food for thought.

Enrollment limited to 16 first-year students. (E) WI {A/H/S} 4 credits

Nina Antonetti (Landscape Studies)

Offered Fall 2011

FYS 101 Envisioning the Wasteland

This First-Year Seminar will be an attempt to understand the ways in which human imagination and memory operate *in extremis*, how they work to depict a morally and spiritually barren landscape. What resources—mythic, religious, anthropological, historical—do writers have available for their depictions? How do we come to terms with a world so utterly bereft? The answer is both perennial and unanswerable; it seems to force itself urgently upon us with dismaying regularity. The readings range from one of the oldest in the Judeo-Christian tradition to the contemporary experience of genocide in Darfur (western Sudan). Enrollment limited to 16 first-year students. (E) WI 4 credits
Eric Reeves (English Language and Literature)
Offered Fall 2011

FYS 103 Geology in the Field

Clues to over 500 million years of earth history can be found in rocks and sediments near Smith College. Students in this course will attempt to decipher this history through careful examination of field evidence. Class meetings will take place principally outdoors at interesting geological localities around the Connecticut Valley. Participants will prepare regular reports based on their observations and reading, building to a final paper on the geologic history of the area. The course normally includes a weekend field trip to Cape Cod. Enrollment limited to 17 first-year students. WI {N} 4 credits
John Brady (Geosciences)
Offered Fall 2011

FYS 110 The Gene Generation

From the rediscovery of Gregor Mendel's work in 1900 to the elucidation of the structure of DNA in 1953 to the human genome project begun in 1990, the 20th century was the century of the gene. We are the gene generation, with genetics making positive contributions and raising ethical issues in areas as diverse as the law, agriculture and medicine. This course will introduce students to the science of genetics and provide them with an opportunity to evaluate the role of genetics in society through the study of film, popular press, scientific literature and their own genes. The course is writing intensive, will place some emphasis on quantitative skills, and will introduce students to laboratory work in human genetics as they determine their genetic makeup for one trait, sequence a portion of their genome, develop their DNA fingerprint and view their chromosomes. Enrollment limited to 16 first-year students. (E) WI **[N]** 4 credits
Robert B. Merritt (Biology)
 Offered Fall 2011

FYS 113 Meanings and Values in the World of Work

This course examines diverse issues regarding work: What significance does work have in our lives? How does it vary across communities, classes and professions? How is it related to individual and group identity? How is it related to family life and individual well-being? What makes work desirable or undesirable, meaningful or meaningless? What rights, interests, and obligations does or should it involve? Is there a right or obligation to work? How should various opportunities, benefits and burdens associated with work be distributed? How are work and education related? How should work be organized and controlled? What forms of cooperation and conflict exist in work? How are notions of play and leisure related to work? Enrollment limited to 16 first-year students. (E) WI **[S]** 4 credits
Ernest Allera (Philosophy)
 Offered Fall 2011

FYS 114 Turning Points

How have women (and some men) in the Americas understood defining moments in life? We will read fictional and autobiographical narratives and view films and documentaries that seek to understand different kinds of turning points: coming of age, coming out, coming to freedom, coming to consciousness. We will consider turning points in history (migrations, internment, war) as well as personal turning points (falling

in love, leaving home, resisting oppression), and ask how history and memory, the political and the personal define one another. We will ask how these stories can help us understand and tell stories about turning points in our times and lives. Enrollment limited to 16 first-year students. Counts toward the Study of Women and Gender major. WI **[L]** 4 credits
Susan Van Dyne (Study of Women and Gender)
 Offered Fall 2011

FYS 118 The Groves of Academe

A study of short stories, novels, memoirs and films that describe and interpret the postsecondary academic experience of the 20th century. Many of the selections are set at Smith. By reading about the real and fictional experiences of others, students may come to understand their own. In addition to some serious analytical essays, students will make presentations (alone and with others) on the material in the Smith Archives and the issues under consideration. Enrollment limited to 16 first-year students. WI **[L]** 4 credits
Patricia Skarda (English Language and Literature)
 Offered Fall 2011

FYS 119 Performance and Film Criticism

An introduction to the elements, history and functions of criticism. How do reviewers form their critical responses to theatre and dance performances as well as to films? The seminar will explore different critical perspectives, such as psychoanalytic, feminist, political and intercultural approaches. The students will attend live performances and film and video screenings, and will write their own reviews and critical responses. Seminar discussions and student presentations will be complemented by visits and conversations with invited critics and artists. Enrollment limited to 16 first-year students. WI **[A/L]** 4 credits
Kiki Goumaridou (Theatre)
 Offered Fall 2011

FYS 123 From Edo to Tokyo: Images of Japan's Modern Capital

How has the image of Tokyo changed over the course of the 20th and 21st centuries? What do the various portrayals of this modern metropolis tell us about Japan in national, regional and international contexts? By looking at representations of Japan's modern capital in fiction, film, travel writing, anime and other forms of popular culture, we will examine the significance of this urban space in different cultural, literary and

political dialogues. Enrollment limited to 16 first-year students. (E) WI 4 credits

Kimberly Kono (East Asian Languages & Literatures)

Offered Fall 2011

FYS 129 Rites of Passage

How does Western literature represent the passage to adulthood of young women and young men? What are the myths, rituals, images and metaphors associated with this passage, and how do historical representations intersect with modern lived experience? We will read narratives of transition from archaic and classical Greece and 20th-century Europe and North America, including Homer's *Odyssey*, the *Homeric Hymn to Demeter*, the poems of Sappho, and novels by Alain-Fournier, Thomas Mann and Willa Cather. Enrollment limited to 16 first-year students. WI (L) 4 credits

Justina Gregory (Classics)

Offered Fall 2011

FYS 132 Physics for Future Presidents

An introduction to the essential physics every world leader needs to know. Emphasis is on the conceptual understanding and application of physics relevant to real-world problems rather than mathematical computation. Topics include energy, power and explosives, rockets and satellites, radioactivity, nuclear power and nuclear weapons, electric power generation and transmission, medical imaging, night vision, radar, x-ray detection, earthquakes and waves, the earth's energy balance and global warming, transistors, lasers and other quantum devices, and the critical role special and general relativity play in the functioning of GPS navigational devices. (E) WI (N) 4 credits

Nathanael Fortune

Offered Fall 2011

FYS 142/144 Reacting to the Past

An interdepartmental, first-year seminar based on historical role-playing. In it, students enact moments of high drama from the distant and not-so-distant past, and from cultures strange and engrossing. The seminar consists of two or three competitive games, with subjects varying depending on the section. These games include "The Threshold of Democracy: Athens in 403 BCE"; "Confucianism and the Succession Crisis of the Wanli Emperor"; "The Trial of Anne Hutchinson"; "Henry VIII and the Reformation Parliament"; "Rousseau, Burke, and the Revolution in France, 1791"; "The Trial of

Galileo"; "Constantine and the Council of Nicaea—CE 325; and "Defining a Nation: Gandhi and the Indian Subcontinent on the Eve of Independence, 1945." In the "Athens" game, for example, students constitute themselves as the Athenian Assembly after the Peloponnesian War; assigned roles corresponding to the factions of the day, they quarrel about such issues as the democratic character of the regime, the resumption of an imperial foreign policy, and the fate of Socrates. In the "Wanli" game, they are the Hanlin Academy of 16th-century China, where a succession struggle inside the Ming dynasty is underway. In the "Hutchinson" game, they are the General Court of Massachusetts, conducting the trial of Anne Hutchinson, accused of heresy. Similarly in the other games, students are members of a court of law or legislative body. Class sessions are run by students; the instructor sets up the games and functions as an adviser. Students work in groups, debate issues, negotiate agreements, cast votes, and strive to achieve the group's objectives. Some students take on individual roles, such as Thomas More in the "Henry VIII" game, Lafayette in the "French Revolution" game, or Mahatma Gandhi in the "India" game. Course materials include game rules, historical readings, detailed role assignments and classic texts (Plato's *Republic*, the *Analects* of Confucius, Machiavelli's *The Prince*, Rousseau's *Social Contract*). Papers are all game- and role-specific; there are no exams. To see a video of this class, go to: www.youtube.com/watch?v=1UqSnPHQoUQ. WI (H) 4 credits

Sections:

Section 1: *Joshua Birk (History)*; enrollment limited to 24 first-year students

Section 2: *Pat Coby (Government)*; enrollment limited to 25 first-year students

FYS 159 What's in a Recipe?

What stories do recipes tell? What cultural and familial information is embedded in a recipe? Who wrote the recipe? Why? How does it reflect her (or his) life and times? What do we learn about the geography, history and political economy of a location through recipes? Are recipes a way for an underrepresented group to tell its story or to resist assimilation? Does a recipe bolster or undermine national cooking? This seminar will look at recipes and cookbooks from the Spanish-speaking world (in English) and theories of recipes from a variety of different sources. Our reading will inform our writing as we try to establish such connections as the politics of the traveling tomato, the overuse of corn and other indigenous crops of the Americas. How to read,

write, construct and deconstruct a recipe will inform our collective work in this class. Knowledge of Spanish is useful but not required. Enrollment limited to 16 first-year students. WI **{L}** 4 credits

Nancy Saporta Sternbach (Spanish and Portuguese)
Offered Fall 2011

FYS 161 Immigration and the New Multiethnic Societies: From the Italian-American Experience to the Multicultural Italy of Today

The first part of this course traces the history of emigration from Italy to the United States. Students will read historical, literary and sociological texts, and study the representation of Italian Americans in movies and on television. The second part of the course studies contemporary Italy. In the last 20 years Italy has become a country of immigration. Questions of race, ethnicity, color, religion, gender, language and nationality are at the center of the formation of a new Italian identity. Some immigrants are starting to express their opinions on these issues. We will read some of their writings and compare them to the writings of Italian Americans. Are there experiences shared by all immigrants across the boundaries of time and culture? Can past migrations teach us something about stereotypes and intolerance? Do globalization and modern society, along with technological advances in communication, change the immigrant experience? Enrollment limited to 16 first-year students. WI **{L/H/S}** 4 credits

Giovanna Bellesia (Italian)
Offered Fall 2011

FYS 162 Ambition and Adultery: Individualism in the 19th-Century Novel

We will use a series of great 19th-century novels to explore a set of questions about the nature of individual freedom and the relation of that freedom—transgression, even—to social order and cohesion. The books are paired—two French, two Russian; two that deal with a woman's adultery, and two that focus on a young man's ambition; Balzac, *Père Goriot*; Flaubert, *Madame Bovary*; Dostoevsky, *Crime and Punishment*; Tolstoy, *Anna Karenina* (there are some additional readings in history, criticism and political theory). Enrollment limited to 16 first-year students. WI **{L}** 4 credits

Michael Gorra (English Language and Literature)
Offered Fall 2011

FYS 164 Issues in Artificial Intelligence

An introduction to several current issues in the area of Artificial Intelligence, and their potential future impact on society. We start by exploring the nature of intelligent behavior through the Turing Test and the Chinese Room argument. Deep philosophical questions are explored through the increasingly sophisticated game-playing capabilities of computers: checkers, chess, go. Next we turn to language: the challenges of machine translation, text-to-speech and speech understanding. Then we investigate learning and discovery by computers, especially through neural networks and genetic algorithms. Finally we explore robotics, from Roomba to autonomous vehicles. Here there are serious implications for labor (explored through the prediction of a technological "singularity") as well as deep ethical issues. Prerequisite: fluency with computers, including basic Web searching skills. Four years of high school mathematics recommended. No programming experience necessary. Enrollment limited to 16 first-year students. WI **{M}** 4 credits

Joseph O'Rourke (Computer Science)
Offered Fall 2011

FYS 165 Childhood in African Literature

A study of childhood as an experience in the present and a transition into adulthood, and of the ways in which it is intimately tied to social, political and cultural histories, and to questions of self and national identity. How does the violence of colonialism and decolonization reframe our understanding of childhood innocence? How do African childhood narratives represent such crises as cultural alienation, loss of language, exile and memory? How do competing national and cultural ideologies shape narratives of childhood? Texts include Tsitsi Dangaremba's *Nervous Conditions*, Zoe Wicomb's *You Can't Get Lost in Cape Town*, Ngũgĩ wa Thiong'o's *Weep Not, Child* and Tahar Ben Jelloun's *The Sand Child*. Enrollment limited to 16 first-year students. WI **{L}** 4 credits

Katwiwa Mule (Comparative Literature)
Offered Fall 2011

FYS 175 Love Stories

Could a Jane Austen heroine ever marry a servant? What notions about class or decorum dictate what seem to be choices of the heart? How are individual desires shaped or produced by social, historical and cultural forces, by dominant assumptions about race, class, gender, or sexuality? How do dominant love stories both

reflect these assumptions and actively create or legislate the boundaries of what may be desired? How may nondominant (queer or interracial) love stories contest those boundaries, creating alternative narratives and possibilities? This course explores how notions of love, romance, marriage or sexual desire are structured by specific cultural and historical formations. We will closely analyze literature and film from a range of locations: British, American and postcolonial. We will also read some theoretical essays to provide conceptual tools for our analyses. Enrollment limited to 16 first-year students. This course may count toward the major in English, CLT or SWG. WI **{L}** 4 credits

Ambreen Hai (English Language & Literature)

Offered Fall 2011

FYS 179 Rebellious Women

This writing-intensive First-Year Seminar will introduce students to the rebellious women who have changed the American social and political landscape through reform, mobilization, cultural interventions and outright rebellion. Using Estelle Freedman's *No Turning Back* on the history of feminisms as our primary text, we will chronicle the history of feminist ideas and movements, interweaving historical change with contemporary debate. This course will use a variety of sources as our "texts" in addition to Freedman and will rely heavily on primary sources from the Sophia Smith Collection. The intention of this seminar is threefold: (1) to provide an overview of feminist ideas and action throughout American history; (2) to introduce students to primary documents and research methods; and (3) to encourage reflection and discussion on current women's issues. Enrollment limited to 16 first-year students. (E) WI **{H/S}** 4 credits

Kelly Anderson (Study of Women & Gender)

Offered Fall 2011

FYS 180 Cleopatra: Histories, Fictions, Fantasies

A study of the transformation of Cleopatra, a competent Hellenistic ruler, into a historical myth, a staple of literature, and a cultural lens through which the political, aesthetic, and moral sensibilities of different eras have been focused. Study of Roman, Medieval, Renaissance, Orientalist, Postcolonial and Hollywood Cleopatras, with the larger goal of understanding how political and cultural forces shape all narratives, even those purporting to be objective. Enrollment limited to 16 first-year students. WI **{H/L}** 4 credits

Nancy Shumate (Classics)

Offered Fall 2011

FYS 186 Israel: Texts and Contexts

Explores the relationship between Zionism as the political movement that established the State of Israel and Zionism as an aesthetic and cultural revolution that sought to reinvent the modern Jew. What were the roles of literary and visual culture in the construction of Israel's founding myths and interpretations of its present realities? Focuses on efforts to negotiate the relationship between sacred and secular space; exile and homeland; the revival of Hebrew as a living language; Jews and Arabs; and Israel's founding ideals as a democratic and Jewish state. Includes consideration of prose, poetry, graphic novel, art and film. Intended for students interested in Middle East Studies, Comparative Literature or the relationship between literature and politics. Enrollment limited to 16 first-year students. WI **{L}** 4 credits

Justin Cammy (Jewish Studies and Comparative Literature)

Offered Fall 2011

FYS 189 Utopia and Human Nature

What do human beings want? Can people be trusted to want what is good for them? How does the good society deal with sex and acquisitiveness? How can it reconcile individual desire with the common good? In facing these questions, every utopian writer constructs his or her imaginary society in response to basic assumptions about the nature of human nature. In considering these fictions, we'll focus on works from three different periods by Thomas More, Nathaniel Hawthorne and Ursula K. Le Guin. Enrollment limited to 16 first-year students. WI **{L}** 4 credits

William Oram (English Language and Literature)

Offered Fall 2011

FYS 191 Sense and Essence in Nature

This course will focus on fragrant plants, with emphasis on their science as well as their use and economic significance in different parts of the world. Throughout history, aromatic plant materials have been used as cures, perfumes and flavorings, and their extensive use continues at the present. The chemistry, botany and bioactivities of these natural products will provide the scientific content for the course. Their consideration in historical and cultural contexts, and also their depiction in literature and in art, will provide an interdisciplinary approach to the subject matter. The course will use the Smith College Botanic Garden, the Museum of Art and the Mortimer Rare Book Room. No prerequi-

sites. Enrollment limited to 16 first-year students. W1
{N} 4 credits

Lâle Aka Burk (Chemistry)

Offered Fall 2011

FYS 196 Reimagining Shakespeare for Children

This course will consider how Shakespeare has been reimagined for different audiences, focusing particularly on the creation and use of late 20th-century adaptations of Shakespeare for children—both within and outside the classroom at different educational levels. We will read a range of plays by Shakespeare, as well as adaptations of these plays for children and young adults, in genres ranging from picture books to novels. In this writing-intensive course, the assignments will offer students opportunities to engage with the works being studied, in modes from analytic to creative, and from pedagogical to personal. Enrollment limited to 16 first-year students. (E) W1 4 credits

Naomi Miller (English Language and Literature)

Offered Fall 2011

FYS 197 On Display: Museums, Collections and Exhibitions

Why do people collect things, and what do they collect? Members of this seminar will explore these questions by focusing on local museums and exhibitions. From a behind-the-scenes look at the Smith College Museum of Art to an examination of hidden gems like the botanical sciences herbarium collection or that cabinet of curiosities that is Mount Holyoke's Skinner Museum, we will research the histories of these collections and analyze the rationale of varying systems for ordering objects. By grappling with the interpretations of art historians, anthropologists and psychologists, we'll attempt to come to an understanding of how knowledge is constructed in the context of display, and how visual juxtapositions can generate meaning. Enrollment limited to 16 first-year students.

(E) W1 **{A/H}** 4 credits

Barbara Kellum (Art)

Offered Fall 2011

FYS 198 The Global Coffee Trail

Billions of cups of coffee are consumed around the world every day. We will explore the history of the little green bean in the bright red berry, from its murky origins in North Africa to its present status as the second most traded commodity in the world, after oil. Topics

will include origin stories, the history of the "coffee house," biochemical and physiological aspects of coffee consumption, coffee botany and techniques of cultivation, the coffee trade, and organic and fair-trade coffee movements. Students will investigate Northampton coffee-houses, visit a local coffee roaster, and work with the Botanic Garden. Enrollment limited to 16 first-year students. (E) W1 **{S}** 4 credits

Nola Reinhardt (Economics)

Offered Fall 2011

FYS 199 Re-Membering Marie Antoinette

How can we reimagine, reconstruct and understand a historical personage? How do we perceive and get to "know" such a figure, and through this knowledge, the historical moment and context in which the person lived? We'll examine Marie Antoinette from a variety of perspectives: archival sources, documents and letters, biographies, portraits—official and unofficial—caricatures, pornographic pamphlets, and fictional works, such as plays, novels and films, in which she figures. The course will incorporate a role-playing unit reenacting her trial, during which every member of the class will play the role of one of the important participants. Some film screenings. Enrollment limited to 16 first-year students.

(E) W1 **{L/H}** 4 credits

Janie Vanpée (French Studies)

Offered Fall 2011, Fall 2012

Foreign Language Literature Courses in Translation

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

The courses listed below are fully described in the originating department or program, shown by the initial three-letter designation. (See pages 64–66 for the key to department/program designations.)

For other courses that include literature in translation, see the listings in Comparative Literature and Film Studies.

CLS 190	The Trojan War
CLS 227	Classical Mythology
CLS 232	Paganism in the Greco-Roman World
CLS 233	Gender and Sexuality in Greco-Roman Culture
CLS 235	Life and Literature in Ancient Rome
CLT/ENG 202	Western Classics: Homer to Dante (WI)
CLT/ENG 203	Western Classics: Chrétien de Troyes to Tolstoy (WI)
CLT 260	Health and Illness: Literary Explorations
CLT 275	Israeli Literature in International Context
EAL 231	The Culture of the Lyric in Traditional China
EAL/CLT 232	Modern Chinese Literature
EAL 237	Chinese Poetry and the Other
EAL/CLT 239	Contemporary Literature from Taiwan
EAL 241	Literature and Culture in Premodern Japan: Court Ladies, Wandering Monks and Urban Rakes
EAL 242	Modern Japanese Literature
EAL 243	Japanese Poetry in Cultural Context
EAL 244	Construction of Gender in Modern Japanese Women's Writing
EAL 248	<i>The Tale of the Genji</i> and <i>The Pillow Book</i>

EAL 261	Major Themes in Literature: East-West Perspectives
EAL 360	Seminar: Topics on East Asian Languages and Literatures
GER 227	Topics in German Studies
GER 230	Topics in German Cinema
ITL 252	Italy "La Dolce Vita"
POR 280	Portuguese and Brazilian Voices in Translation
RUS 126	Readings in 19th-Century Russian Literature
RUS 127	Readings in 20th-Century Russian Literature
RUS 235	Dostoevsky
RUS 237	The Heroine in Russian Literature from <i>The Primary Chronicle</i> to Turgenev's <i>On the Eve</i>
RUS 238	Russian Cinema
RUS 239	Major Russian Writers

French Studies

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

^{***} Mary Ellen Birkett, Ph.D.

^{***} Ann Leone (Professor of French Studies and Landscape Studies), Ph.D.

Janie Vanpée, Ph.D.

Eglal Doss-Quinby, Ph.D., *Chair*

^{*} Martine Gantrel, Agrégée de l'Université, Docteur en Littérature Française

Associate Professors

[†] Jonathan Gosnell, Ph.D.

^{§1 Spring} Hélène Visentin, D.E.A., Docteur de L'Université

[†] Dawn Fulton, Ph.D.

Lecturers

Anouk Alquier

Christiane Métral, Lic. ès Lettres

Visiting Lecturer from the École Normale Supérieure in Paris

Benjamin Capellari, M.A., CAPES de Lettres Modernes

The French studies curriculum focuses on communicative competence in today's world, knowledge of contemporary cultures, investigation of concepts that have shaped French and Francophone identities, and the discovery of new perspectives. Unless otherwise indicated, all classes are conducted in French.

Qualified students may apply for residence in *La Maison Française*, Dawes House.

Language

101 Accelerated Elementary French

An accelerated introduction to French for real beginners based on the video method *French in Action*. Development of the ability to communicate confidently with an emphasis on the acquisition of listening, speaking and writing skills, as well as cultural awareness. Four class meetings per week, plus required daily video and audio work. Students completing the course normally enter FRN 102. Students must complete both 101 and 102 to fulfill the Latin honors distribution requirement for a foreign language. Enrollment limited to 18 per section. No spring preregistration allowed. **{F}** 5 credits

Mary Ellen Birkett, Eglal Doss-Quinby, Ann Leone
Offered each Fall

102 Accelerated Intermediate French

Emphasis on the development of oral proficiency, with special attention to reading and writing skills, using authentic materials such as poems and short stories. Students completing the course normally enter FRN 220. Prerequisite: FRN 101. Enrollment limited to 18 per section. Priority will be given to first-year students. **{F}** 5 credits

Anouk Alquier, Mary Ellen Birkett, Jonathan Gosnell
Offered each Spring

120 Intermediate French

Review of basic grammar for students who have two or three years of high school French. The skills of speaking, listening, reading and writing will be developed in context. Students completing the course normally go on to FRN 220. Enrollment limited to 18 per section. Priority given to first-year students and sophomores. Four class hours per week. **{F}** 4 credits
Benjamin Capellari, Christiane Métral
Offered each Fall

220 High Intermediate French

Review of communicative skills through writing and class discussion. Materials include a movie, a comic-book, a play and a novel. Prerequisite: three or four years of high school French. FRN 102 or 120 or permis-

sion of the department. Students completing the course normally go on to FRN 230. Enrollment limited to 18 per section. **{F}** 4 credits

Anouk Alquier, Benjamin Capellari, Fall 2011

Benjamin Capellari, Dawn Fulton, Spring 2012

Offered each Fall and Spring

221 Conversation Section for French 220

Optional for students concurrently enrolled in FRN 220.

Discussion of contemporary French and Francophone issues, with emphasis on conversational strategies and speech acts of everyday life through activities such as role playing and group work. Enrollment limited to 15. Graded S/U only. **{F}** 1 credit

To be announced

Offered Fall 2011

300 Advanced Grammar and Composition

Emphasis on some of the more difficult points of French grammar and usage. Discussions based on various genres of writing and basic concepts in linguistics. Some work on phonetics, and a variety of writing exercises. Prerequisite: normally, one course in French at the 250 level or permission of the instructor. **{F}** 4 credits

Hélène Visentin

Offered Fall 2011

385 Advanced Studies in Language

Topic: Global French: The Language of Business and International Trade. An overview of commercial and financial terminology against the backdrop of contemporary French business culture, using case studies, French television and newspapers, and the Internet. Emphasis on essential technical vocabulary, reading and writing business documents, and oral communication in a business setting. Prepares students for the *Diplôme de français professionnel (Affaires B2)* granted by the Paris Chamber of Commerce and Industry and administered at Smith College. Prerequisites: a 300-level French course, a solid foundation in grammar, and excellent command of everyday vocabulary or permission of the instructor. **{F}** 4 credits

Eglal Doss-Quinby

Offered Spring 2012

Intermediate Courses in French Studies

230 Colloquia in French Studies

A gateway to more advanced courses. These colloquia develop skills in expository writing and critical thinking in French. Materials include novels, films, essays and cultural documents. Students may receive credit for only one section of FRN 230. Basis for the major.

Prerequisite: FRN 220 or permission of the instructor.

Enrollment limited to 16. **{L/F}** 4 credits

Offered each Fall and Spring

Sections as follows:

Voices off/from the Outskirts

An exploration of *banlieues* (French suburbs) and their inhabitants from the 1980s to the present. We will focus on interaction(s) within various communities and French society at large, drawing comparisons with the United States. How do artists (writers, singers, directors) (re)present the banlieue? How do they portray their own experiences? What roles do factors like generation, migration, racism, gender play in the banlieues?

Anouk Alquier

Offered Fall 2011

Elements of Mystery

Probably the most structured of popular fiction, the "detective story" balances a credible plot with believable characters and a setting that both complements and integrates the action. We will explore how authors such as Simenon, Boileau-Narcejac, and Japrisot create suspense, bring order out of disorder, and treat questions of justice and morality.

Mary Ellen Birkett

Offered Fall 2011

Paris, a Multilayered City

An exploration of the cultural and urban development of Paris across time and space with an emphasis on the 19th and 20th centuries. We will use an interactive digital platform to reconstruct the spaces, both real and imaginary, featured in novels, poetry, short stories, popular songs, visual documents, and maps that have evoked the city throughout its history. Works by Corneille, Maupassant, Baudelaire, Apollinaire, Desnos, Modiano, Vargas and Gavalda.

Hélène Visentin

Offered Fall 2011

Consumers, Culture and the French Department Store

How have French stores and shopping practices evolved since the grand opening of Le Bon Marché in 1869? In what ways have megastores influenced French “culture”? We will examine representations of mass consumption in literature, the press, history, and analyses of French popular and bourgeois culture. We will pay particular attention to the role of women in the transactions and development of culture. **{F/H/L}**

Jonathan Gosnell

Offered Spring 2012

Fantasy and Madness

A study of madness and its role in the literary tradition. The imagination, its powers and limits in the individual and society. Such authors as Maupassant, Flaubert, Myriam Warner-Vieyra, J.-P. Sartre and Marguerite Duras.

Benjamin Capellari

Offered Spring 2012

225j Speaking (Like the) French: Conversing, Discussing, Debating, Arguing

A total immersion course in French oral expression using authentic cultural materials: French films and televised versions of round-table discussions, formal interviews, intellectual exchanges and documentary reporting. Students will learn how the French converse, argue, persuade, disagree and agree with one another. Interactive multimedia exercises, role-playing, debating, presenting formal *exposés*, and improving pronunciation. Prerequisite: FRN 230 or permission of the instructor. Admission by interview with instructor during advising week. Enrollment limited to 14. **{F}** 4 credits

Christiane Métral

Offered Interterm 2012

250 Speaking with the French—Crosscultural Connections

Using webcam and videoconferencing technology, students will have conversations in real time with French students in Paris. We will examine youth culture in France and explore fundamental cultural differences between Americans and the French. Topics include cultural attitudes and beliefs, social values and institutions, as well as relevant socioeconomic issues. Material: textbooks, cultural essays, surveys, articles, films and songs. Prerequisite: 230 or higher. Enrollment limited to 15. **{S/F}** 4 credits

Christiane Métral

Offered Spring 2012

251 The French Press Online

A study of contemporary French social, economic, political and cultural issues through daily readings of French magazines and newspapers online such, as *Le Monde*, *Le Figaro*, *Libération*, *Le Nouvel Observateur*, and *L'Express*. Prerequisite: 230 or permission of the instructor. **{S/F}** 4 credits

Benjamin Capellari

Offered Fall 2011

252 French Cinema

Topic: Cities of Light: Urban Spaces in Francophone Film. From Paris to Fort-de-France, Montreal to Dakar, we will study how various filmmakers from the Francophone world present urban spaces as sites of conflict, solidarity, alienation and self-discovery. How do these portraits confirm or challenge the distinction between urban and nonurban? How does the image of the city shift for “insiders” and “outsiders”? Other topics to be discussed include immigration, colonialism and globalization. Works by Ousmane Sembene, Denys Arcand, Mweze Ngangura and Euzhan Palcy. Offered in French. Prerequisite: FRN 230 or permission of the instructor. Weekly required screenings. FRN 252 May be repeated for credit with another topic. **{L/A/F}** 4 credits

Dawn Fulton

Offered Fall 2011

262 From Revolution to Revolution: 1789 to 1968

What are the pivotal transformations in 19th- and 20th-century French society? How have these symbolic moments transformed French language, political thought and ideologies? How are they reflected in art, film, literature and music? We will examine the impact of historic events on political, social, cultural and artistic developments. Prerequisite: FRN 230 or permission of the instructor. **{F/H/S}** 4 credits

Anouk Alquier

Offered Fall 2011

273 Things: Material Culture in Literature

Things are ubiquitous—they make us just as much as we make them. Objects can be aestheticized, fetishized and romanticized or they can be judged perverse, seductive and deceptive; they can provide knowledge or betray it; they can enable communication or distort it; they can create identity or destroy it. Across the centuries, French authors have used representations of objects crafted by humans into their literary creations to challenge oppositions between persons and things, between inanimate and animate, between subject and

object. We will explore a spectrum of ways in which objects signify, in works from a variety of genres and time periods. Prerequisite: FRN 230 or permission of the instructor. **{L/F}** 4 credits

Mary Ellen Birkett

Offered Spring 2012

282 Daily Life in 19th- and 20th-Century France

A portrait of postrevolutionary France as Balzac, Flaubert, Proust, and others have depicted it in their novels. Readings will be viewed in their cultural context. Special attention will be given to the evolution of the novel as a genre, from Realism and Naturalism to modern narratives. Prerequisite: at least one course beyond FRN 230. **{L/F}** 4 credits

Martine Gantrel

Offered Spring 2012

Advanced Courses in French Studies

Prerequisite: Two courses in French Studies at the 200 level or permission of the instructor.

FRN 301/CLT 301 Contemporary Theory in French

For students concurrently enrolled in CLT 300, wishing to read and discuss in French the literary theory at the foundation of contemporary debates. Readings of such seminal contributors as Saussure, Lévi-Strauss, Barthes, Foucault, Derrida, Lacan, Cixous, Kristeva, Irigaray, Fanon, Deleuze and Baudrillard. Optional course.

Graded S/U only. (E) **{L/F}** 1 credit

Janie Vanpée

Offered Fall 2011

305 French Translation in Practice

Practicum in French; must be taken concurrently with CLT 150. Students will read short texts in translation theory, study translation techniques and strategies, compare versions of translated texts, and produce their own translations of French texts. Readings and discussions conducted in French. Prerequisite: two courses in French studies at the 200-level or permission of the instructor. **{L/F}** 2 credits

Dawn Fulton

Offered Spring 2012

320 Women Writers of the Middle Ages

What genres did women practice in the Middle Ages, and in what way did they transform those genres for their own purposes? What access did women have to education and to the works of other writers, male and female? To what extent did women writers question the traditional gender roles of their society? How did they represent female characters in their works, and what do their statements about authorship reveal about their understanding of themselves as writing women? What do we make of anonymous works written in the feminine voice? Readings will include the love letters of Héloïse, the *lais* and fables of Marie de France, the songs of the *trobairitz* and women *trouvères*, and the writings of Christine de Pizan. **{L/F}** 4 credits

Eglal Doss-Quinby

Offered Fall 2011

363 In the Name of Love: Romance and the Romantic Novel in 19th-Century France

In this course we will examine what the mystery, magic and travails of love allow the romantic self to discover, hide or express about itself. Such authors as Chateaubriand, Benjamin Constant, George Sand, Lamartine, Alexander Dumas and Nerval. **{L/F}** 4 credits

Martine Gantrel

Offered Spring 2012

392 Topics in Culture

Topic: Locating "la Francophonie." What is the status of the French language today? What is its relationship to France's colonial past, to concepts of universalism and cultural difference, and to the shifting alliances created by immigration and globalization? Through the study of theoretical, political, and literary texts from Africa, the Caribbean, and Europe, we will consider uses and critiques of *la Francophonie* from the 1960s to the present. Readings will include works by Senghor, Beyala, Condé, Césaire, and Sebbar. **{L/F}** 4 credits

Dawn Fulton

Offered Fall 2011

404 Special Studies

Admission by permission of the department; normally for junior and senior majors and for qualified juniors and seniors from other departments. 4 credits
Offered both semesters each year

FRN 480/SPN 481 The Teaching of French/Spanish

The theoretical and instructional implications of teaching foreign languages. This course reflects contemporary research and is designed to prepare aspiring instructors for the challenges of the profession. A theoretical component incorporates recent trends in language pedagogy and critical appraisal of SLA theories. A practical component focuses on developing a teaching persona, a relationship with learners, and classroom organization and presentation skills. The course will transform knowledge into practice, and will culminate in the creation of a teaching portfolio. Spanish majors must obtain permission from their major adviser prior to enrolling in the course. 4 credits

Anouk Alquier

Offered Spring 2012

Cross-Listed Courses and Recommended Courses From Other Departments and Programs

CLT 150 Politics and Poetics of Translation

Dawn Fulton

Offered Spring 2012

CLT 274 The Garden: Paradise and Battlefield

Ann Leone

Offered Fall 2011

CLT 300 Foundations of Contemporary Literary Theory

Janie Vanpée

Offered Fall 2011

Study Abroad in Paris or Geneva

Advisers: Paris: Hélène Visentin, Fall 2011; Peter Bloom, Spring 2012; Geneva: Jonathan Gosnell

Majors in French studies who spend the year in Paris or Geneva will normally meet certain major requirements during that year.

Language Preparation for Study Away on Smith Programs

Paris

Students going on the Smith College Study Abroad Programs in Paris must meet the following requirements:

- 1) GPA of 3.0
- 2) Two years or the equivalent of college-level French, normally four 4-credit courses, including one course at the FRN 250 level or above in the spring semester of the year before study in Paris.
- 3) Students who enter Smith at the FRN 230 level or above are required to take at least three semesters of French prior to study in Paris, including one course at the FRN 250 level or above in the spring semester of the year before study in Paris
- 4) Students beginning French with FRN 101 and 102 must take three 4-credit French courses in their sophomore year

Geneva

Students interested in any of the academic options offered on the Smith College Study Abroad in Geneva are encouraged to begin study of French and to pursue it prior to departure. Students on all three tracks (A, B and C) will study French language, or particular subjects of interest in French, while in Switzerland.

Track A (The Geneva International Internship Semester)

Students interested in the Geneva International Internship Semester in the spring semester are not required to take French before study abroad, as most course work will be done in English. Students interested in the International Internship Semester in the fall must have at least two years or the equivalent of French study. 3.0 GPA required.

Track B (University Studies in French or English)

Students considering a traditional program of study in Geneva should complete at least one year of college French to attend in the spring semester, or two years of French to study for the fall semester or the year. 3.0 GPA required.

Track C (Advanced Program in International Studies and Development)

Available to full-year students only, with at least one year of French and a 3.5 GPA. Students will enroll in courses taught in French or English at the Graduate Institute of International and Development Studies.

A Smith student beginning in FRN 120 or 220 would continue on to FRN 230 and beyond. If a student begins in FRN 101-102 in her first year, FRN 220 and 230 could be completed the second year to complete 2 years of French study.

The Major

Advisers: Anouk Alquier, Mary Ellen Birkett, Eglal Doss-Quinby, Dawn Fulton, Martine Gantrel, Jonathan Gosnell, Ann Leone, Christiane Métral, Janie Vanpée, Hélène Visentin

Requirements

Ten four-credit courses at the 220 level or above, including:

1. The basis for the French Studies major: FRN 230;
2. Two four-credit, 300-level language courses;
3. Seven additional four-credit courses, as detailed below, two of which must be taken at the advanced level in the senior year.

Students majoring in French Studies must have a minimum of five 300-level French courses. In consultation with the major adviser, a student may take up to two four-credit courses from appropriate offerings in other departments; the focus of approximately one third of each course should be on France or the Francophone world for the course to count toward the French major. One course counting toward the major may be taken for an S/U grade. Students considering graduate school in the humanities are encouraged to take CLT 300/FRN 301, Contemporary Literary Theory.

Honors

Director: Mary Ellen Birkett

430d Honors Project

8 credits

Full-year course; offered each year

431 Honors Project

8 credits

Offered Fall semester each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Graduate

Advisers: Ann Leone (Fall); Martine Gantrel (Spring)

580 Advanced Studies

Arranged in consultation with the department.

4 credits

Offered both semesters each year

580d Advanced Studies

8 credits

Full-year course; Offered each year

590 Research and Thesis

4 or 8 credits

Offered both semesters each year

590d Research and Thesis

8 credits

Full-year course; Offered each year

Geosciences

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

John B. Brady, Ph.D.

² Robert M. Newton, Ph.D., *Chair*

Professor-in-Residence

Lawrence Meinert, Ph.D.

Associate Professors

Bosiljka Glumac, Ph.D.

¹ Amy Larson Rhodes, Ph.D.

Assistant Professors

Sara B. Pruss, Ph.D.

Jack Loveless, Ph.D.

Senior Lecturer

Mark E. Brandriss, Ph.D.

Lecturers and Professors Emeriti

H. Allen Curran, Ph.D.

H. Robert Burger, Ph.D.

Students contemplating a major in geosciences should elect 101 and 102, or 108, or FYS 103, and see a departmental adviser as early as possible. All 100-level courses may be taken without prerequisites.

101 Introduction to Earth Processes and History

An exploration of the concepts that provide a unifying explanation for the causes of earthquakes and volcanic eruptions and the formation of mountains, continents and oceans. A discussion of the origin of life on earth, the patterns of evolution and extinction in plants and animals, and the rise of humans. Students planning to major in geosciences should also take GEO 102 concurrently. **{N}** 4 credits

Robert Newton, Fall 2011

Amy Rhodes, Fall 2012

Offered Fall 2011, Fall 2012

102 Exploring the Local Geologic Landscape

The Connecticut Valley region is rich with geologic features that can be reached by a short van ride from Smith. This is a field-based course that explores that geology through weekly trips and associated assignments, during which we will examine evidence for volcanoes, dinosaurs, glaciers, rifting continents and Himalayan-size mountains in Western Massachusetts. Students who have taken FYS 103 Geology in the Field are not eligible to take GEO 102. This class, when taken

in conjunction with any other 100-level course, can serve as a pathway to the Geoscience major. Enrollment limited to 17, with preference to students who are enrolled concurrently in GEO 101 or have already taken a Geoscience course. **{N}** 2 credits

Mark Brandriss

Offered Fall 2011, Fall 2012

FYS 103 Geology in the Field

Clues to over 500 million years of earth history can be found in rocks and sediments near Smith College. Students in this course will attempt to decipher this history through careful examination of field evidence. Class meetings will take place principally outdoors at interesting geological localities around the Connecticut Valley. Participants will prepare regular reports based on their observations and reading, building to a final paper on the geologic history of the area. The course normally includes a weekend field trip to Cape Cod. Enrollment limited to 17. **WI {N}** 4 credits

John Brady

Offered Fall 2011, Fall 2012

104 Global Climate Change: Exploring the Past, the Present and Options for the Future

This course seeks to answer the following questions: What do we know about past climate, and how do we know it? What causes climate to change? What have

been the results of relatively recent climate change on human populations? What is happening today? What is likely to happen in the future? What choices do we have? **{N}** 4 credits

Robert Newton

Offered Fall 2011, Fall 2012

105 Natural Disasters: Confronting and Coping

An analysis of earthquakes, tsunami, floods, hurricanes and tornadoes, volcanic eruptions, landslides, asteroid impacts and wildfires. Topics include the current status of predicting disasters, how to minimize their impacts, public policy issues, the effect of disasters on the course of human history, the record of past great disasters in myth and legend, rapid climate change, and what the future holds. Discussion sections will focus on using GIS (Geographic Information Systems) to investigate disaster mitigation. **{N}** 4 credits

Jack Loveless

Offered Fall 2011

106 Extraordinary Events in the History of Earth, Life and Climate

A journey through the 4.6 billion year history of global change focuses on the extraordinary events that shaped the evolution of the Earth and life. Some of these events include the origin of life, the buildup of oxygen in the atmosphere, mass extinctions of dinosaurs and other organisms, continental glaciations, profound changes in climate, and the evolution of humans. Discussion topics also include the changes that humans have been making to their environments, and the possible consequences and predictions for the future of our planet. **{N}** 4 credits

Mark Brandriss

Offered Spring 2013

108 Oceanography: An Introduction to the Marine Environment

An introduction to the global marine environment, with emphasis on the carbon cycle, seafloor dynamics, submarine topography and sediments, the nature and circulation of oceanic waters, ocean-atmosphere-climate interactions and global climate change, coastal processes, marine biologic productivity, and issues of ocean pollution and the sustainable utilization of marine resources by humans. At least one required field trip. **{N}** 4 credits

Sara Pruss

Offered Spring 2012, Spring 2013

112/ARC 112 Archaeological Geology of Rock Art and Stone Artifacts

What makes a mineral or a rock particularly useful as a stone tool or attractive as a sculpture? Students in this course will explore this and other questions by applying geological approaches and techniques in studying various examples of rock art and stone artifacts to learn more about human behavior, ecology and cultures in the past. This exploration across traditional boundaries between archaeology and earth science will include background topics of mineral and rock formation, weathering processes, and age determination, as well as investigations of petroglyphs (carvings into stone surfaces), stone artifacts and other artifactual rocks (building stone and sculptures) described in the literature, displayed in museum collections, and found in the field locally. **{N}** 4 credits

Bosiljka Glumac

Offered Spring 2012

150/EVS 150 Modeling Our World: An Introduction to Geographic Information Systems

A geographic information system (GIS) manages location-based (spatial) information and provides the tools to display and analyze it. GIS provides the capabilities to link databases and maps and to overlay, query, and visualize those databases in order to analyze and solve problems in many diverse fields. This course provides an introduction to the fundamental elements of GIS and connects course activities to GIS applications in landscape architecture, urban and regional planning, archeology, flood management, sociology, coastal studies, environmental health, oceanography, economics, disaster management, cultural anthropology and art history. Enrollment limited to 20. **{N}** 4 credits

Jack Loveless

Offered Spring 2012

221 Mineralogy

A project-oriented study of minerals and the information they contain about planetary processes. The theory and application to mineralogic problems of crystallography, crystal chemistry, crystal optics, x-ray diffraction, quantitative x-ray spectroscopy and other spectroscopic techniques. The course normally includes a weekend field trip to important geologic localities in the Adirondack Mountains. Prerequisites: 101 and 102, or 108 or FYS 103, or 102 with any other GEO 100-level course.

102 can be taken concurrently. Recommended: CHM 111 or equivalent. **{N}** 4 credits

Mark Brandriss, Fall 2011

John Brady, Fall 2012

Offered Fall 2011, Fall 2012

222 Petrology

An examination of typical igneous and metamorphic rocks in the laboratory and in the field in search of clues to their formation. Lab work will emphasize the microscopic study of rocks in thin section. Weekend field trips to Cape Ann and Vermont are an important part of the course. Prerequisite: 221. **{N}** 4 credits

John Brady

Offered Spring 2012, Spring 2013

231 Invertebrate Paleontology and the History of Life

A study of the major groups of fossil invertebrates, including their phylogenetic relationships, paleoecology and the importance of fossils in biostratigraphy. Special topics include speciation, functional adaptations, paleoenvironments, the origin of life, the record of mass extinctions and originations, and how life has changed through time. At least one weekend field trip. Prerequisites: 101 and 102, or 108, or FYS 103 or 102 with any other GEO 100-level course. 102 can be taken concurrently; open without prerequisite to majors in the biological sciences. **{N}** 4 credits

Sara Pruss

Offered Fall 2011, Fall 2012

232 Sedimentary Geology

A project-oriented study of the processes and products of sediment formation, transport, deposition and lithification. Modern sediments and depositional environments of the Massachusetts coast are examined and compared with ancient sedimentary rocks of the Connecticut River Valley and eastern New York. Field and laboratory analyses focus on the description and classification of sedimentary rocks and on the interpretation of their origin. The results provide unique insights into the geologic history of eastern North America. Two weekend field trips. Prerequisites: 101 and 102, or 108, or FYS 103 or 102 and any other GEO 100-level course. 102 can be taken concurrently. **{N}** 4 credits

Bosiljka Glumac

Offered Fall 2011

241 Structural Geology

The study and interpretation of rock structures, with emphasis on the mechanics of deformation, behavior of rock materials and methods of analysis. Prerequisite: 101, or 102, or 108 or FYS 103. **{N}** 4 credits

Jack Loveless

Offered Spring 2012

251 Geomorphology

The study of landforms and their significance in terms of the processes that form them. Selected reference is made to examples in the New England region and the classic landforms of the world. During the first part of the semester, laboratories will involve learning to use geographic information system (GIS) software to analyze landforms. During the second part of the semester, laboratories will include field trips to examine landforms in the local area. Prerequisite: 101, or 102, or 108, or FYS 103. **{N}** 4 credits

Robert Newton

Offered Spring 2012

270j Carbonate Systems and Coral Reefs of the Bahamas

A field-oriented course to examine the diverse carbonate sediment-producing, modern environments typical of the Bahama Islands, including a variety of shallow subtidal shelf environments, coral reefs, lagoons, beaches, dunes and lakes. The Quaternary rocks that cap the islands will be studied to establish paleoenvironmental analogues to the modern environments and to understand better the processes that modify sediments in the transition to the rock record. Students will conduct an individual or small group project. Prerequisites: completion of an introductory-level geoscience course and permission of the instructors. Enrollment limited to 16. **{N}** 3 credits

Bosiljka Glumac, Sara Pruss

Offered January 2012

301 Aqueous Geochemistry

This project-based course examines the geochemical reactions between water and the natural system. Water and soil samples collected from a weekend field trip will serve as the basis for understanding principles of pH, alkalinity, equilibrium thermodynamics, mineral solubility, soil chemistry, redox reactions, acid rain and acid mine drainage. The laboratory will emphasize wet-chemistry analytical techniques. Participants will

prepare regular reports based on laboratory analyses, building to a final analysis of the project study area. One weekend field trip. Prerequisites: one geoscience course and CHM 208 or CHM 111. **{N}** 4 credits

Amy Rhodes

Offered Spring 2013

GES 302 Costa Rica at a Crossroads: Examination of Globalization and Sustainability

Costa Rica is held as a model of sustainability and eco-friendly development, with legislation and regulation integral to its success. Yet globalization is stressing the delicate balance between development and environmental sustainability. This course examines how Costa Rica's biodiversity, climate, history and politics relate to its changing economies, resource use, conservation practices and environmental protection. Site visits include San Jose, Monteverde cloud forest, the Guancaste coast and coastal rain and mangrove forests. Students will complete a course with a 6–8 week internship in Costa Rica. Student selection based on application and interview. Enrollment limited to 10 rising juniors and seniors. (E) **{S/N}** 4 credits

Amy Rhodes, Gary Lebring

Offered Summer 2012

309 Groundwater Geology

A study of the occurrence, movement and exploitation of water in geologic materials. Topics include well hydraulics, groundwater chemistry, the relationship of geology to groundwater occurrence, basin-wide groundwater development, and groundwater contamination. A class project will involve studying a local groundwater problem. Prerequisites: 101, or 102, or 108 or FYS 103 and MTH 111. Enrollment limited to 14. **{N}** 4 credits

Robert Newton

Offered Fall 2013

AST 330 FC30a Seminar: Topics in Astrophysics: Asteroids

361 Tectonics and Earth History

A study of the interactions between global tectonic processes, continental growth and evolution, the formation and destruction of marine basins, and the history of life as revealed from the rock and fossil record of planet Earth. Student presentations and discussions about re-

cent developments in geology are central to the course. Limited to geoscience seniors. **{N}** 4 credits

Bosiljka Glumac, Spring 2012

Mark Brandriss, Spring 2013

Offered Spring 2012, Spring 2013

400 Advanced Work or Special Problems in Geosciences

Admission by permission of the department. Proposals must be submitted in writing to the project director by the end of the first week of classes. 1 to 4 credits

Members of the department

Offered both semesters each year

The following two engineering courses are considered equivalent to a 300-level geoscience course and can be used to satisfy the elective advance-level course requirement.

EGR 315 Ecohydrology

This course focuses on the measurement and modeling of hydrologic processes and their interplay with ecosystems. Material includes the statistical and mathematical representation of infiltration, evapotranspiration, plant uptake, and runoff over a range of scales (plot to watershed). The course will address characterization of the temporal and spatial variability of environmental parameters and representation of the processes. The course includes a laboratory component and introduces students to the Pioneer Valley, the cloud forests of Costa Rica, African savannas and the Florida Everglades. Prerequisites: MTH 112 or 114 and MTH 241 or 245. 4 credits

Andrew Guswa

Offered Spring 2012

EGR 340 Mechanics of Granular Media

An introduction to the mechanical properties of materials in which the continuum assumption is invalid. Topics include classification, hydraulic conductivity, effective stress, volume change, stress-strain relationships and dynamic properties. While soil mechanics will be a major focus of the class, the principles covered will be broadly applicable. Students will apply these basic principles to explore an area of interest through an in-depth project. Prerequisite: EGR 272 or GEO 241. **{N}** 4 credits

Glenn Ellis

Not offered 2011–12

For additional offerings, see Five College Course Offerings by Five College Faculty.

The Major

Advisers: for the class of 2012, Sara Pruss; for the class of 2013, Amy Rhodes; for the class of 2014, Bosiljka Glumac; for the class of 2015, John Brady

Adviser for Study Abroad: Bosiljka Glumac, 2011–12

Basis: 101 and 102, or 108, or FYS 103 or GEO 102 in conjunction with any other 100-level geoscience course.

Requirements: Beyond this basis, the requirements for individual tracks within the major include:

1. Geoscience Track

- a) Six intermediate-level geoscience courses: 221, 222, 231, 232, 241 and 251.
- b) Two advanced-level geoscience courses: 361 plus one additional course at the advanced level or a 4–6 credit summer geology field camp.

2. Environmental Geoscience Track

- a) Two chemistry courses. No more than one at the 100 level. Aqueous Geochemistry (GEO 301) may count for one.
- b) One ecology course: Biodiversity, Ecology and Conservation and Lab (BIO 154, 155), Marine Ecology and Lab (BIO 268, 269) (prereq BIO 154 or GEO 108), Principles of Ecology and Lab (BIO 266, 267) (prereq BIO 154 and a course in statistics), or Plant Ecology and Lab (BIO 364, 365) (prereq course in plant biology or ecology or environmental science).
- c) One environmental policy course: Environmental Economics (ECO 224) (prereq ECON 150), Population and Environment in Africa (ANT 230), Economy, Ecology and Society (ANT 236), Politics of the Global Environment (GOV 254) (prereq GOV 241), Seminar in American Government: Politics and the Environment (GOV 306) (prereq a 200-level course in American Government), World Population (SOC 232), Environment and Society (SOC 233), Seminar in Environmental Sociology (SOC 332) (prereq SOC

101), U.S. Environmental History and Policy (PPL 222) or Seminar in Environmental Sciences and Policy (EVS 300).

- d) Four intermediate-level geoscience courses: 221, 222, 231, 232, 241 or 251.
- e) One 300-level course in geosciences or a 4–6 credit summer geology field camp.
- f) Research: Special Studies (GEO 400) or Honors (GEO 430d or 432d).

3. Educational Geoscience Track

- a) Three education courses (*recommended): *The American Middle School and High School (EDC 232), *Educational Psychology (EDC 238), *Growing Up American: Adolescents and Their Educational Institutions (EDC 342), Individual Differences Among Learners (EDC 347), Methods of Instruction (EDC 352), or *Teaching Science, Engineering and Technology (EDC 390).
- b) Six additional geoscience courses above the 100 level. One of these must be at the 300 level or be a 4–6 credit summer geology field camp course.

Note: This track does not lead to Educator Licensure. Students who wish to satisfy licensure requirements would need to take all EDC courses listed above, plus EDC 346 (Clinical Internship in Teaching), and should consult with a faculty member of the Department of Education and Child Study.

Smith courses that satisfy the advanced-level course requirement include Aqueous Geochemistry (GEO 301), Groundwater Geology (GEO 309), Environmental Geophysics (GEO 311), Ecohydrology (ENG 315), Seminar: Topics in Astrophysics–Asteroids (AST 330), Mechanics of Granular Media (ENG 340), Geology Senior Seminar (GEO 355), Economic Geology (GEO 370) and Advanced Work or Special Problems in Geology (GEO 400). Appropriate courses taken at other institutions also may qualify, as does a 4–6 credit geology field camp.

A summer field course is strongly recommended for all majors and is a requirement for admission to some graduate programs. Majors planning for graduate school will need introductory courses in other basic sciences and mathematics. Prospective majors should see a departmental adviser as early as possible.

The Minor

Advisers: Same as for the major

Unlike the major, for which courses outside the department can be counted, all courses counting toward the minor must come from the geosciences.

Students contemplating a minor in geosciences should see a departmental adviser as early as possible to develop a minor course program. This program must be submitted to the department for approval no later than the beginning of the senior year.

Requirements: Completion of the basis plus at least 24 credits in geosciences, with no more than 14 credited at the 100 level.

Honors

Director: Sara Pruss, 2011–12
Amy Rhodes, 2012–13

430d Honors Project

8 credits

Full-year course; Offered each year

432d Honors Project

12 credits

Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Field Experiences

The department regularly sponsors an off-campus field-based course for geoscience students. This course may be entirely during Interterm, such as recent courses in the Bahamas and Hawaii. Or it may be a spring semester course with a field trip during spring break or during the following summer, such as recent courses in Death Valley, Iceland and Greece. Because there are many important geologic features that are not found in New England, geoscience majors are encouraged to take at least one of these courses to add breadth to their geologic understanding.

The Department of Geosciences is a member of the Keck Geology Consortium, a group of 18 colleges funded by the National Science Foundation to sponsor cooperative student/faculty summer research projects at locations throughout the United States and abroad.

German Studies

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

^{**1} Jocelyne Kolb, Ph.D.

^{†2} Joseph George McVeigh, Ph.D., *Chair*

Assistant Professor

Joel Westerdale, Ph.D.

Senior Lecturer

^{§1} Judith Keyler-Mayer, Ph.D.

Visiting Professor

Barton Byg, Ph.D., UMass

Five College Fortieth Anniversary Professor

Visiting Lecturer

Anca Holden, Ph.D.

Professor Emerita

Gertraud Gutzmann, Ph.D.

Students who plan to major in German studies or who wish to spend the junior year in Hamburg should take German in the first two years. Students are also recommended to take courses from other departments that treat a German topic.

Students who enter with previous preparation in German will be assigned to appropriate courses on the basis of a placement examination.

Students who receive a score of 4 or 5 on the Advanced Placement test may not apply that credit toward the degree if they complete for credit 110y, 144, 200 or 250.

A. German Language

Credit is not granted for the first semester only of the yearlong elementary language courses.

110y Elementary German

An introduction to spoken and written German, and to the culture and history of German-speaking people and countries. Emphasis on grammar and practical vocabulary for use in conversational practice, written exercises, and listening and reading comprehension. By the end of the year, students will be able to read short edited literary and journalistic texts as a basis for classroom discussion and to compose short written assignments. Students who successfully complete this yearlong course and take GER 200 and GER 250 (220)

will be eligible for the Study Abroad in Hamburg. **{F}** 10 credits

Sec. 1: *Anca Holden* (Fall); *Gertraud Gutzmann* (Spring)

Sec. 2: *Joel Westerdale*

Full-year course; Offered each year

200 Intermediate German

A review of basic grammatical concepts and the study of new ones, with emphasis on vocabulary building. An exploration of contemporary German culture through literary and journalistic texts, with regular practice in written and oral expression. Prerequisite: 110y; permission of the instructor or by placement. **{F}** 4 credits

Sec. 1: *Joseph McVeigh*

Sec. 2: *Jocelyne Kolb*

Offered Fall 2011

250 Advanced Intermediate German

Introduction and practice of more advanced elements of grammar, with an emphasis on expanding vocabulary. Discussion of topics in modern German culture; development of reading skills using unedited literary and journalistic texts; weekly writing assignments. Students who successfully complete GER 250 will be eligible for the Study Abroad in Hamburg. Prerequisite: 200, permission of the instructor or by placement. **{F}** 4 credits

Joseph McVeigh

Offered Spring 2012

350 Language and Power

Language as the transmission of politics and culture: a study of the German-language media (newspapers, magazines, Internet, television, supplemented by a variety of films and texts to be chosen in accordance with the interests and academic disciplines of students in the class). Active and intense practice of written and oral German through weekly compositions and linguistic exercises, as well as discussions and presentations analyzing the manner in which linguistic nuances reflect cultural and political practices. Conducted in German. Prerequisite: a 300-level course in German, permission of the instructor or by placement. **{F/L}** 4 credits

Jocelyne Kolb

Offered Fall 2011

B. German Literature and Society (Taught in German)

300 Topics in German Culture and Society

Topic: Flights of Fantasy, Fits of Madness. An introduction to the study of German literature, designed to develop skills in oral expression and the fundamentals of literary analysis. In this course we will closely read texts both entertaining and startling that deal with the mysteries of the human mind, and with journeys experienced or imagined. Works by the brothers Grimm, Tieck, Kleist, Arnim, Hoffmann, Storm, Droste-Hülshoff, Freud, Schnitzler and others will provide the basis for discussions. Prerequisite: 250 or by placement. **{L/F}** 4 credits

Anca Holden

Offered Fall 2011

360 Advanced Topics in German Studies

Each topic will focus on a particular literary epoch, movement, genre or author from German literary culture. All sections taught in German.

Brave New Worlds: The Experience of Exile and Migration in 20th-Century German Literature and Film

Germany of the 20th century has been the site of vast mobility: thousands had to flee Nazi Germany and seek refuge overseas; others were forced out of their homelands at the end of WWII. Since the 1960s, however, Germany has itself become a refuge for migrants from all parts of the world. This seminar looks at these migra-

tions, examining such issues as homelessness and estrangement within language, place and cultural identity, acculturation and transfer, and the challenges of living in a multicultural world. Readings will include letters, diaries, memoirs, autobiographies, poems and novels by such authors as Thomas Mann, Klaus and Erika Mann, Anna Seghers, Hans Sahl, Günter Grass, Christa Wolf, Sevgi Özdamar and Osman Engin. Feature films and documentaries include *Casablanca*, *Exiles*, *Die Manns* (Heinrich Breloer), *Auf der anderen Seite* (Fatih Akin) and *Söhne* (Volker Koepp). **{F/H/L}** 4 credits

Gertraud Gutzmann

Offered Spring 2012

400 Special Studies

Arranged in consultation with the department. Admission for junior and senior majors by permission of the department. 1–4 credits

Offered both semesters each year

C. Courses in English

161 The Cultures of German-Speaking Europe

The purpose of this course is to provide curious students with a practical guide to the culture of German-speaking Europe from Teutonic barbarians to Teutonic rap. The main focus of this course will rest upon the interconnectedness of many diverse areas of German culture through the centuries (literature, art, philosophy, music, domestic culture, popular culture) and their relationship to contemporary life and society. Conducted in English. No previous knowledge of German culture or language required. **{L/H}** 4 credits

Joseph McVeigh

Offered Fall 2011

231 Topics in German Cinema

Topic: Cinema of East Germany. Can there be a national cinema without a nation? A survey of a cinema as divided and fragmented as Cold War Germany itself: DEFA 1946–1992. Weekly screenings of key feature films from the historic Babelsberg studios, also known for *Metropolis* and *Inglourious Basterds*. The socialist GDR as a lens to examine “national cinema,” history and memory. Film studies themes, such as documentary and avant-garde alternatives to studio production, genre films and international pop culture. No prerequisites; conducted in English. (E) **{A}** 4 credits

Barton Byg

Offered Fall 2011

291 Topics in the Culture of Science and Technology of German-Speaking Europe

Topic: *Laboratories of Modernity: 1800/1900.* This course investigates the interchange of ideas between the realms of natural science, pseudo-science, philosophy and literature at the turns of the 19th and 20th centuries. We will examine the important influence scientific developments played in cultural production during these pivotal periods, while exploring the cultural environments that fostered these scientific innovations. We will consider issues that continue to play a central role in today's discourse—identity, sexuality, cognition—in terms of contemporary developments in chemistry, biology and physics, as well as psychology and mathematics. To this end, scientific works from Mach, Weininger, Einstein and Darwin, among others, will be brought into dialogue with literary texts from writers such as Kafka, Goethe, Lichtenberg and Musil, as well as theoretical texts from Nietzsche and Freud. Readings and discussion in English. **{L}** 4 credits

Joel Westerdale

Offered Spring 2012

PRS 327 Legends of the Fall (and Rise): Japan and Germany as Visions of the Future

Japan and Germany have followed a unique trajectory among the great powers of modern history because, unlike most of their predecessors, they have risen twice in the same century, first as military powers and after 1945 as prototypes of “soft power superpowers” that have attained great power status without military power. Incorporating perspectives drawn from history, political science and cultural studies, this course will focus on how they became for many visions of the future. No prior knowledge of Germany or Japan or their languages is required. Enrollment limited to 15 juniors and seniors and by permission of the instructors. (E) **{S/L/H}** 4 credits

Joseph McVeigh, Dennis Yasutomo

Offered Spring 2012

Cross-Listed Courses

JUD 110j Elementary Yiddish

An introduction to Yiddish language in its cultural context. The course is divided into three parts: language study; a colloquium on the cultural history of Yiddish; and service internship with the Yiddish Book Center,

the largest depository of Yiddish books in the world. All classes taught on site at the Yiddish Book Center, on the campus of Hampshire College. In order to receive foreign language Latin Honors credit, students must complete an additional semester of Yiddish through Special Studies, within the Five Colleges or through approved course work elsewhere. Smith enrollment limited to 10; admission by permission of the instructor. **{H/F}** 4 credits

Course Coordinators: Justin Cammy (Smith College), *Rachel Rubinstein* (Hampshire College), staff of the Yiddish Book Center.

Offered Interterm 2012

JUD 287 The Holocaust

The history of the Final Solution, from the role of European anti-Semitism and the origins of Nazi ideology to the implementation of a systematic program to annihilate European Jewry. How did Hitler establish a genocidal regime? How did Jews physically, culturally and theologically respond to this persecution? (E) **{H}** 4 credits

Justin Cammy (Jewish Studies), *Ernest Benz* (History)

Offered Fall 2011

JUD 362 Seminar in Jewish Literature and Culture

Topic: *Yiddish Film.* A historical survey of the Yiddish cinema from its origins in Eastern Europe and the Soviet Union to the creation of a major non-English language film industry in the United States during the 1930s. Topics include cinematic adaptations of Yiddish fiction and drama; performance of folklore and tradition; film as a medium for social criticism and radical politics; the immigrant experience; Hollywood's post-war portrayals of lost Yiddish worlds (*Fiddler on the Roof*; *Yentl*; *Crossing Delancey*); and recent attempts to resuscitate the tradition of Yiddish on film (Eleanor Antin's experimental art film *The Man Without a World*; the Coen brother's introduction to *A Serious Man*; *Romeo and Juliet in Yiddish*). How has Yiddish film figured as part of a broader effort to imagine secular Jewish culture? Limited to 12 students; permission of instructor required. **{A/L}** 4 credits

Justin Cammy

Offered Spring 2012

D. Courses Offered on the Study Abroad Program in Hamburg

260 Orientation Program in Hamburg

The Orientation Program has three main goals: (1) to ensure daily practice in spoken and written German needed for study at the University of Hamburg; (2) to offer a comprehensive introduction to current affairs in Germany (political parties, newspapers and magazines, economic concerns); (3) to offer extensive exposure to the cultural and social life of Hamburg and its environs. Students are also introduced to German terminology and methodology in their respective majors, to German academic prose style, and to a characteristic German form of academic oral presentation: the *Referat*. The Orientation Program culminates in the presentation of a *Referat* on a topic in each student's academic area of concentration. 2 credits

Manfred Bonus, Sarah Lentz, staff

Offered Fall 2011 and Spring 2012 for five weeks on the Study Abroad in Hamburg

GER 266/ ENV 266 Landscapes of Northern Germany: Natural Environments and Human Influences

The course will include lectures, field trips to locations in Northern Germany, and seminars with student presentations and discussion. The lectures cover a general introduction into different landscape types of Northern Germany, their geology, characteristic plant and animal life, and their development through time. The effects of humans on landscape development will be highlighted for the last 6,000 years. Possibilities and constraints of sustainable development based on the natural resources of the region will be discussed. Different landscapes of Northern Germany will be visited over five days of field trips, to get a good overview of the landscape types present. (E) **[N/S]** 4 credits

Kai Jensen (University of Hamburg, Biology Department)

Offered Spring 2012 in Hamburg, Germany

270 German History and Culture from 1871 to 1945

This course covers the Wilhelminian Empire, the Weimar Republic and the Third Reich. For the Weimar Republic, the focus will be on the political, economic, social and cultural issues the republic was facing. For the Third Reich, we will focus on the establishment of dictatorship; the persecution of Jews; everyday life in

Hitler Germany; World War II; resistance and opposition; the end of the Third Reich. Limited to students enrolled in the Study Abroad Program. **[H/F]** 4 credits.

Rainer Nicolaysen

Offered Fall 2011 on the Study Abroad in Hamburg

280 Theater in Hamburg: Topics and Trends in Contemporary German Theater

This course offers an introduction to the German theater system; through concentration on its historical and social role, its economics and administration. We will study the semiotics of theater and learn the technical vocabulary to describe and judge a performance. Plays will be by German authors from different periods. The Study Abroad Program will cover the cost of the tickets. Attendance at four or five performances is required. Limited to students enrolled in the Study Abroad Program.

[L/A/F] 4 credits

Jutta Gutzeit

Offered Fall 2011 on the Study Abroad in Hamburg

290 Studies in Language II

The objective of this course is to improve written and oral skills by building on work done during the orientation program. Emphasis in class will be on treatment of complex grammatical structures as well as dictations, grammar and listening comprehension. Students will be introduced to the form of the German term paper (*Hausarbeit*). **[F]** 4 credits

Jutta Gutzeit

Offered Fall 2011 and Spring 2012 on the Study Abroad in Hamburg

310 Studies in Language III

The objective of this course is to improve written and oral skills by building on work done during the orientation program or the winter semester. Emphasis in class will be on treatment of complex grammatical structures as well as dictations, grammar and listening comprehension. Students taking the course in the winter semester will be taught how to compose a term paper (*Hausarbeit*) in the German fashion. Prerequisite: 290 or by placement. **[F]** 4 credits

Jutta Gutzeit

Offered Fall 2011, Spring 2012 on the Study Abroad in Hamburg

320 Germany 1945–1990: Politics, Society and Culture in the Two German States

This course, which provides a continuation of 270, will cover the postwar period of occupation; the founding

of two German states; German-German relations during the Cold War; and the reunification of Germany. Historical analysis; reading of selected literary works; screening of films. Prerequisite: 270 or permission of the instructor. Limited to students enrolled in the Study Abroad Program. [L/H/F] 4 credits

Rainer Nicolaysen

Offered Spring 2012 on the Study Abroad in Hamburg

The Major

Advisers: Joseph McVeigh, Joel Westerdale, Jocelyne Kolb (Fall)

Adviser for Study Abroad: Joseph McVeigh

Courses other than those in the Smith catalogue taken during the Study Abroad in Hamburg will be numbered differently and will be considered equivalent to (and upon occasion may be substituted for) required courses offered on the Smith campus, subject to the approval of the department.

Basis: 200 (Intermediate German)

Requirements: 10 courses (or 40 credits) beyond the basis.

Required courses: 161, 250, 300, 330, 338 or 348, 350, 360

Electives: Five further courses, of which at least two must be in German.

Students may count FYS 156 or GER 211 toward the major, but not both.

Period requirements: Students must take at least one course representing each of the following periods: before 1832, 1832–1933, 1933–present

A 10-page paper may serve as fulfillment of the period requirement for any of the three periods. If the course is outside of the department, the paper must deal with a specifically German topic.

Courses outside the Department of German Studies may be counted toward the major with prior departmental approval.

The Minor

Advisers: Jocelyne Kolb (Fall), Joel Westerdale (Spring)

Basis: 200 (Intermediate German)

Requirements: Six courses (or 24 credits) beyond the basis

Required courses: Three or four courses are required: 161, 250, 350 or 360.

Electives: Three additional courses from those listed under the major, of which at least one must be in German.

Students may count FYS 156 or GER 211 toward the minor, but not both.

Courses other than those in the Smith catalogue taken during the Study Abroad in Hamburg will be numbered differently and will be considered equivalent to (and on occasion may be substituted for) required courses offered on the Smith campus, subject to the approval of the department.

Courses outside the Department of German Studies may be counted toward the minor with prior departmental approval.

Honors

Directors: Joseph McVeigh

430d Honors Project

8 credits

Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Global Engagement Seminars

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Global Engagement Seminars, offered in May–June and followed by an internship, require orientation sessions in the preceding spring semester to prepare students for the course and for living abroad for the seminar and internship.

GES 301 Jerusalem

Explores Jerusalem as a contested sacred and political space. Topics include the centrality of the city in the holy texts of the three monotheistic religions; representations of Jerusalem in Hebrew, Arabic, and Western literature and film; archeology and the built landscape as a prism through which to understand the complicated layering of urban history; the importance of the city in contemporary Israeli; and Palestinian national identities. Includes visits to sites of religious, political and historical significance; meetings with local scholars, activists and political figures; and research projects that will have students conduct research throughout the city. Every day will begin with an intensive seminar led by faculty and students, and then branch out into the neighborhoods of Jerusalem. The course is followed by a required service or learning internship in Jerusalem (minimum one month). Open to sophomores or juniors by application and instructor permission only. Enrollment limited to 10. (E) **{H/L}** 4 credits

Justin Cammy, Suleiman Mourad

Seminar and Mandatory Internship: To be determined

GES 302 Costa Rica at a Crossroads: Examination of Globalization and Sustainability

Costa Rica is held as a model of sustainability and eco-friendly development, with legislation and regulation integral to its success. Yet globalization is stressing the delicate balance between development and environ-

mental sustainability. This course examines how Costa Rica's biodiversity, climate, history and politics relate to its changing economies, resource use, conservation practices and environmental protection. Site visits include San Jose, Monteverde cloud forest, the Guancaste coast, and coastal rain and mangrove forests. Students will complete a course with a 6–8 week internship in Costa Rica. Student selection based on application and interview. Enrollment limited to 10 rising juniors and seniors. (E) **{S/N}** 4 credits

Amy Rhodes, Gary Lehring

Offered Summer 2012

GES 303 From Labyrinth to Parthenon: Greek Myth and History in Their Geological Context

Study of the relationship between the historical and cultural development of Ancient Greece and the underlying geology of the Greek islands (Crete, Santorini, Syros, Delos) and mainland (Mycenae, Athens/Attica). Visits to key sites and museums to examine the art and archaeology of prehistoric and classical Greece as well as field study of the prominent geological features of each region. Students will study firsthand the celebrated monuments and masterpieces of the Minoan, Mycenaean and Greek civilizations, and explore the region's spectacular geological features, which had a dramatic, occasionally catastrophic, impact on the course of these civilizations. At least one 200-level course in geosciences or a relevant field of ancient studies (e.g., art/archaeology, classics, history) required. Admission by permission of the instructors. Some hiking over rough terrain, including one 11-mile hike. Enrollment limited to 10 rising juniors and seniors. (E) 4 credits
Scott Bradbury (Classics), John Brady (Geosciences)
Offered Summer 2012

Global South Development Studies

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Advisers

Catharine Newbury, Professor of Government
Nola Reinhardt, Professor of Economics, *Director*

Gregory White, Professor of Government
Leslie King, Associate Professor of Sociology
*2 Caroline Melly, Assistant Professor of Anthropology

Global south development studies, a multidisciplinary social science program, explores the transformation of African, Asian, Latin American and Middle Eastern societies since the 16th century. The program offers the student the opportunity to examine within a comparative framework the processes of social, economic, political and ideological change in these regions as they respond to asymmetrical contact with the wider global economy.

The minor introduces the student to the diverse analytical perspectives of the social science disciplines while ensuring that the student has a sustained familiarity with one geographical region.

Requirements: Six semester courses distributed as follows:

1. One course from history
2. One course from economics
3. Four other courses from among the following five social science departments: anthropology, economics, government, history and sociology. The student may petition the program through her minor adviser for one of these four courses to be from a discipline outside of the social sciences. Comparable courses at other colleges may be included with the consent of the minor adviser.
4. Two of the courses in the minor must reflect a regional concentration on Africa, Asia, Latin America, or the Middle East.
5. The student can include no more than two courses from any department.

See departmental and program listing for course prerequisites.

GSD 404 Special Studies

For juniors and seniors, admission by permission of the Global South Development Studies Advisory Board. Can only be taken once to count toward the minor. **{S}**
4 credits

Members of the department

Offered both semesters each year

Approved Courses for 2011–12

Anthropology

- 234 Culture, Power and Politics
- 249 Visual Anthropology
- 251 Women and Modernity in East Asia
- 252 The City and the Countryside in China
- 267 Self and Society in South Asia
- 271 Globalization and Transnationalism in Africa
- 352 Seminar: *Topic: The Anthropology of Multiculturalism*

Economics

- 211 Economic Development
- 213 The World Food System
- 295 International Trade and Commercial Policy
- 395 Seminar: Topics in International Trade

Government

- 226 Latin American Political Systems
- 227 Contemporary African Politics

- 250 Government and Politics of China
- 232 Women and Politics in Africa
- 257 Colloquium: Politics and the U.S./Mexico Border
- 241 International Politics
- 242 International Political Economy
- 250 Case Studies in International Relations
- 254 Colloquium: Politics of the Global Environment
- 257 Colloquium: Refugee Politics
- 322 Seminar in Comparative Government: Mexican Politics from 1910–Present
- 344 Seminar on Foreign Policy of the Chinese People's Republic
- 347 Seminar in International Politics and Comparative Politics: North Africa in the International System
- 348 Seminar in International Politics: Conflict and Cooperation In Asia
- EAS 210 Colloquium: Culture and Diplomacy in Asia

History

- 208 The Making of the Modern Middle East
- 217 World War Two in East Asia
- 235 Africa Before and After Colonialism
- 256 West Africa Since the 11th Century
- 259 Aspects of African History: Development in Africa
- 260/LAS 260 Colonial Latin America, 1492–1825
- 261/LAS 261 National Latin America, 1821–Present
- 263 Continuity and Change in Spanish America and Brazil:
Topic: Latin America and the United States
- 299 Ecology in Africa
- 307 Problems in Middle East History:
Topic: United States–Arab Relations in Historical Perspective
- 361 Problems in the History of Spanish America and Brazil:
Topic: Public Health and Social Change in Latin America
- EAS 100 Introduction to Modern East Asia
- PRS 313 Western Encounters in Afghanistan
- AAS 370 Modern South Africa

Sociology

- SOC 232 World Population
- SOC 237 Gender and Globalization: Culture, Power and Trade
- SOC 327 Global Migration in the 21st Century
- PRS 317 Fearing Haiti: Radical Revolution, Repression and Representation of the Black Republic

Government

Visiting faculty and some lecturers are generally appointed for a limited term.

Visit www.smith.edu/catalog for current course information.

Professors

^{*1} Susan C. Bourque, Ph.D.

Steven Martin Goldstein, Ph.D.

^{*1} Donna Robinson Divine, Ph.D.

Martha A. Ackelsberg, Ph.D. (Government and Study of Women and Gender)

^{*2} Donald C. Baumer, Ph.D.

Dennis Yasutomo, Ph.D.

Patrick Coby, Ph.D.

Catharine Newbury, Ph.D.

^{**2} Howard Gold, Ph.D., *Chair*

Gregory White, Ph.D.

Associate Professors

Velma E. Garcia, Ph.D.

^{*1} Alice L. Hearst, J.D., Ph.D.

Gary Lehring, Ph.D.

Mlada Bukovansky, Ph.D.

^{*1} Marc Lendler, Ph.D.

Assistant Professor

^{**2} Brent Durbin, Ph.D.

Adjunct Associate Professor

Robert Hauck, Ph.D.

Lecturers

Harris Freeman

Michael Klare

Regine Spector

Susan Thomson

Jon Western

Alumna Coordinator, Picker Semester in Washington

Annie Russo Bellavia

Research Associate

Michael Clancy

For first-year students in their first semester, admission to 200-level courses, excepting GOV 200, GOV 220 and GOV 241, is only by permission of the instructor.

Seminars require the permission of the instructor and ordinarily presume as a prerequisite a 200-level course in the same field.

100 Introduction to Political Thinking

A study of the leading ideas of the Western political tradition, focusing on such topics as justice, power, legitimacy, revolution, freedom, equality and forms of government—democracy especially. Lecture/discussion format taught in independent sections, with one or more sections designated Writing Intensive (WI). Open to all students. Entering students considering a major in Government are strongly encouraged to take the course in their first year, either in the fall or the spring semester. **{S}** 4 credits

Martha Ackelsberg, Steven Goldstein, Gary Lehring, Fall 2011

Patrick Coby, Gary Lehring, Spring 2012

190 Empirical Methods in Political Science

The fundamental problems in summarizing, interpreting and analyzing empirical data. Topics include research design and measurement, descriptive statistics, sampling, significance tests, correlation and regression. Special attention will be paid to survey data and to data analysis using computer software. **{S/M}** 5 credits

Howard Gold

Offered Spring 2012

American Government

200 is suggested preparation for all other courses in this field.

200 American Government

A study of politics and governance in the United States. Special emphasis is placed on how the major institutions of American government are influenced by public opinion and citizen behavior, and how all of these forces interact in the determination of

government policy. **{S}** 4 credits

Donald Baumer

Offered Spring 2012

201 American Constitutional Interpretation

The study of Supreme Court decisions, documents, and other writings dealing with Constitutional theory and interpretation. Special attention is given to understanding the institutional role of the Supreme Court. Not open to first-year students. **{S}** 4 credits

Alice Hearst

Offered Fall 2012

202 American Constitutional Law: The Bill of Rights and the Fourteenth Amendment

Fundamental rights of persons and citizens as interpreted by decisions of the Supreme Court, with emphasis on the interpretation of the Bill of Rights and the Fourteenth Amendment. **{S}** 4 credits

Alice Hearst

Offered Spring 2013

204 Urban Politics

The growth and development of political communities in metropolitan areas in the United States, with specific reference to the experiences of women, black and white. Focus on the social structuring of space; the ways patterns of urban development reflect prevailing societal views on relations of race, sex and class; intergovernmental relations; and the efforts of people—through governmental action or popular movements—to affect the nature and structure of the communities in which they live. **{S}** 4 credits

Martha Ackelsberg

Offered Fall 2012

206 The American Presidency

An analysis of the executive power in its constitutional setting and of the changing character of the executive branch. **{S}** 4 credits

Marc Lendler

Offered Spring 2012, Spring 2013

207 Politics of Public Policy

A thorough introduction to the study of public policy in the United States. A theoretical overview of the policy process provides the framework for an analysis of several substantive policy areas, to be announced at the beginning of the term. **{S}** 4 credits

Donald Baumer

Offered Fall 2011

208 Elections in the Political Order

An examination and analysis of electoral politics in the United States. Voting and elections are viewed in the context of democracy. Topics include electoral participation, presidential selection, campaigns, electoral behavior, public opinion, parties and Congressional elections. Special attention will be paid to the 2000 presidential election. **{S}** 4 credits

Marc Lendler

Offered Fall 2012

210 Public Opinion and Mass Media in the United States

This course examines and analyzes American public opinion and the impact of the mass media on politics. Topics include political socialization, political culture, attitude formation and change, linkages between public opinion and policy, and the use of surveys to measure public opinion. Emphasis on the media's role in shaping public preferences and politics. **{S}** 4 credits

Howard Gold

Offered Fall 2011

213 Colloquium: The Bush Years

This course will look at the eight years of the Bush presidency, including his election, domestic issues such as tax cuts, response to 9/11, the lead up to and conduct of the war in Iraq, the controversies around the "unitary presidency," the response to Hurricane Katrina, and the financial destabilization of 2008. The purpose will be to bring perspective to those years. Prerequisite: one other course in American government. Enrollment limited to 20. (E) **{S}** 4 credits

Marc Lendler

Offered Spring 2013

215 Colloquium: The Clinton Years

This is a course about the eight years of the Clinton Presidency. It will cover the elections, policy debates, foreign policy, battles with the Republican Congress and impeachment. The purpose is to begin the task of bringing perspective to those years. Prerequisites: One American Government course and permission of the instructor. Enrollment limited to 20. **{S}** 4 credits

Marc Lendler

Offered Fall 2012

304 Seminar in American Government

Topic: Pathologies of Power. A comparative examination of McCarthyism, Watergate and Iran-Contra. A look at how our political institutions function under

stress. Prerequisite: a 200-level course in American government. **{S}** 4 credits

Marc Lendler

Offered Spring 2012

306 Seminar in American Government

Topic: Politics and the Environment. An examination of environmental policy making within the federal government, with special emphasis on how Congress deals with environmental policy issues. A variety of substantive policy areas from clean air to toxic waste will be covered. Students will complete research papers on an environmental policy topic of their choice. Prerequisite: a 200-level course in American government. **{S}** 4 credits

Donald Baumer

Offered Spring 2012

307 Seminar in American Government

Topic: Latinos and Politics in the U.S. An examination of the role of Latinos in society and politics in the U.S. Issues to be analyzed include immigration, education, electoral politics and gender. **{S}** 4 credits

Velma Garcia

Offered Fall 2012

311 Seminar in Urban Politics

This course will examine a variety of movements, both historical and contemporary, that have been centered in cities, in an effort to understand their special characteristics and the relationship between urban spaces and political action. **{S}** 4 credits

Martha Ackelsberg

Offered Spring 2013

312 Seminar in American Government

Topic: Political Behavior in the United States. An examination of selected topics related to American political behavior. Themes include empirical analysis, partisanship, voting behavior and turnout, public opinion and racial attitudes. Student projects will involve analysis of survey data. **{S}** 4 credits

Howard Gold

Offered Fall 2011, Fall 2012

411 Washington Seminar in American Government

Policymaking in the national government. Open only to members of the Semester-in-Washington Program.

Given in Washington, D.C. 4 credits

Robert Hauck

Offered Fall 2011, Fall 2012

412 Semester-in-Washington Research Project

Open only to members of the Semester-in-Washington Program. 8 credits

Donald Baumer

Offered Fall 2011, Fall 2012

413 Washington Seminar: The Art and Craft of Political Science Research

This seminar is designed to provide students participating in the Washington Internship Program with an overview of the various approaches to conducting research in the discipline of political science. Students will be introduced to methods of quantitative and qualitative research, data acquisition and hypothesis testing. The seminar's more specific goal is to help students understand the process of planning, organizing, and writing an analytical political science research paper. Enrollment limited to juniors and seniors in the Washington Internship Program. **{S}** 2 credits

Robert Hauck

Offered Fall 2011, Fall 2012

Comparative Government

220 Introduction to Comparative Politics

This course introduces students to comparative political analysis and provides a foundation to better understand major political, economic and social forces in a diverse set of countries. We will first focus on key methods and concepts such as state and nation, asking where states come from and how nations are built. The course will then address: Why are some countries democratic and others authoritarian? How do states promote or stymie economic development? What role do civil society and social groups play in political and economic transition? The course combines theoretical and conceptual analysis with cases drawn from around the world. **{S}** 4 credits

Regine Spector

Offered Spring 2012

221 European Politics

This course focuses on the development of European democratic institutions in the context of military and economic conflict and cooperation. Includes an introduction to the process of European integration. **{S}** 4 credits

Mlada Bukovansky

Offered Fall 2011, Spring 2013

223 Russian Politics

After a brief discussion of the origins, evolution and collapse of the Soviet system, this course will focus on the politics of contemporary Russia. Issues to be addressed include constitutional change, electoral behavior, the role of civil society and the course of economic reform. **{S}** 4 credits

Steven Goldstein

Offered Spring 2012, Spring 2013

224 Islam and Politics in the Middle East

An analysis of traditional Muslim political societies in the Middle East and of the many ways in which they were transformed into nation-states. Issues addressed include nationalism, religious political activism, colonialism and globalization. Readings will also cover such topics as regional conflicts, revolutions and the impact of these disparate developments on the position of women. **{S}** 4 credits

Donna Robinson Divine

Offered Fall 2012

226 Latin American Political Systems

A comparative analysis of Latin American political systems. Emphasis on the politics of development, the problems of leadership, legitimacy and regime continuity. A wide range of countries and political issues will be covered. **{S}** 4 credits

Velma Garcia

Offered Fall 2011, Fall 2012

227 Contemporary African Politics

This survey course examines the ever-changing political and economic landscape of the African continent. The course aims to provide students with an understanding of the unique historical, economic and social variables that shape modern African politics, and will introduce students to various theoretical and analytical approaches to the study of Africa's political development. Central themes will include the ongoing processes of nation building and democratization, the constitutional question, the international relations of Africa, issues of peace and security, and Africa's political economy. Enrollment limited to 35. **{S}** 4 credits

Susan Thomson

Offered Spring 2012

GOV 228/EAS 228 Government and Politics of Japan

An introductory survey and analysis of the development of postwar Japanese politics. Emphasis on Japanese

political culture and on formal and informal political institutions and processes, including political parties, the bureaucracy, interest groups and electoral and factional politics. **{S}** 4 credits

Dennis Yasutomo

Offered Fall 2011, Fall 2012

230 Government and Politics of China

Treatment of traditional and transitional China, followed by analysis of the political system of the People's Republic of China. Discussion centers on such topics as problems of economic and social change, policy formulation, and patterns of party and state power. **{S}** 4 credits

Steven Goldstein

Offered Fall 2011, Fall 2012

232 Women and Politics in Africa

This course will explore the genesis and effects of political activism by women in Africa, which some believe represents a new African feminism, and its implications for state/civil society relations in contemporary Africa. Topics will include the historical effects of colonialism on the economic, social, and political roles of African women, the nature of urban/rural distinctions, and the diverse responses by women to the economic and political crises of postcolonial African politics. Case studies of specific African countries, with readings of novels and women's life histories as well as analyses by social scientists. **{S}** 4 credits

Catharine Newbury

Offered Fall 2011

237 Colloquium: Politics and the U.S./Mexico Border

This course examines the most important issues facing the U.S./Mexico border: NAFTA, industrialization, and the emergence of the *maquiladoras* (twin plants); labor migration and immigration; the environment; drug trafficking; the militarization of the border; and border culture and identity. The course begins with a comparison of contending perspectives on globalization before proceeding to a short overview of the historical literature on the creation of the U.S./Mexico border. Though at the present time the border has become increasingly militarized, the boundary dividing the U.S. and Mexico has traditionally been relatively porous, allowing people, capital, goods, and ideas to flow back and forth. The course will focus on the border as a region historically marked by both conflict and interdependence. Open to majors in Government or Latin

American Studies; others by permission of the instructor. Enrollment limited to 20. **{S}** 4 credits

Velma Garcia

Offered Spring 2012, Spring 2013

322 Seminar in Comparative Government

Topic: Mexican Politics from 1910 to the Present. An in-depth examination of contemporary political and social issues in Mexico. The country, once described as the "perfect dictatorship," is in the process of undergoing a series of deep political and economic changes. This seminar provides an examination of the historical foundations of modern Mexican politics, beginning with the Revolution. In addition, it examines a series of current challenges, including the transition from one-party rule, the neoliberal economic experiment and NAFTA, border issues, the impact of drug trafficking and rebellion in Chiapas. **{S}** 4 credits

Velma Garcia

Offered Fall 2011

324 Seminar in Comparative Government

Topic: Debating Development. Why have some countries and regions developed more successfully than others? What is development, and how has this idea changed over time? Why is over a billion of the world's population living in poverty today? This course will answer these questions from a comparative perspective focusing on cases from around the world since World War II. Particular attention will be paid to three themes: (1) the role of the state in development; (2) property rights and development; and (3) international economy and development. **{S}** 4 credits

Regine Spector

Offered Fall 2011

325 Seminar in Comparative Government

Topic: Central Asia and the World. Central Asia today is often associated with buzzwords such as "petro-states," "Islamic radicalism," and "authoritarianism." Yet it is a dynamic and complex region, which lies at the intersection of multiple historical empires and geographic regions. The course provides a foundation to evaluate debates about current trends and developments in post-Soviet Central Asia. The course is divided into three major units: (1) from Empire to Statehood; (2) identity politics; and (3) political economies and globalization. All three units address broader themes: What does the Central Asian experience tell us about state building, nation building, authoritarian resili-

ence, regime change, identity politics, the perils of resource-based economies, and the dark underbelly of globalization? **{S}** 4 credits

Regine Spector

Offered Spring 2012

International Relations

241 is suggested preparation for all other courses in this field.

241 International Politics

An introduction to the theoretical and empirical analysis of the interactions of states in the international system. Emphasis is given to the historical evolution of the international system, security politics, the role of international norms in shaping behavior, and the influence of the world economy on international relations. Not a course in current events. Enrollment limited to 70. **{S}** 4 credits

Brent Durbin, Fall 2011

Mlada Bukovansky, Spring 2012

Gregory White, Fall 2012

Brent Durbin, Spring 2013

Offered both semesters each year

242 International Political Economy

This course begins with an examination of the broad theoretical paradigms in international political economy (IPE), including the liberal, economic nationalist, structuralist and feminist perspectives. The course analyzes critical debates in the post-World War II period, including the role of the Bretton Woods institutions (World Bank group and IMF), international trade and development, the debt question, poverty and global inequality, and the broad question of globalization. Prerequisite: 241 or permission of the instructor. Enrollment limited to 40. **{S}** 4 credits

Mlada Bukovansky

Offered Fall 2011, Spring 2013

244 Foreign Policy of the United States

In this course we ask and answer the following questions: Just what is "United States foreign policy?" By what processes does the U.S. define its interests in the global arena? What instruments does the U.S. possess to further those interests? Finally, what specific foreign policy questions are generating debate today? Prerequisite: 241 or permission of the instructor. **{S}** 4 credits

Brent Durbin

Offered Spring 2012, Fall 2012

246 Colloquium: Politics and the Experience of War

An exploration of how war impacts the political views of soldiers and other participants. This course surveys several conflicts from the last century through the eyes of combatants, considering both national and individual motives for going to war, and evaluating the effects of fighting on the personal politics of soldiers. Core readings will include scholarship on political socialization, nationalism, military culture, faith and trauma, as well as accounts of war written by soldiers. Enrollment limited to 20. **[S]** 4 credits

Brent Durbin

Offered Spring 2012

248 The Arab-Israeli Dispute

An analysis of the causes of the dispute and of efforts to resolve it; an examination of Great Power involvement. A historical survey of the influence of Great Power rivalry on relationships between Israel and the Arab states and between Israelis and Palestinian Arabs. Consideration of the several Arab-Israeli wars and the tensions, terrorism and violence unleashed by the dispute. No prerequisites. **[S]** 4 credits

Donna Robinson Divine

Offered Spring 2013

249 Colloquium: International Human Rights

This course examines international human rights and the legal regime designed to protect them. Beginning with a theoretical inquiry into the justification of human rights, the course moves into an analysis of the contemporary system, from the UN to regional associations to NGOs. With that background in place, the course turns to specific topics, including the rights of vulnerable persons (women, children, minority communities, internally and externally displaced persons); human rights concerns arising from globalization and corporate responsibility; environmental concerns; and issues of peacekeeping. It concludes by examining enforcement strategies, from humanitarian intervention to political mobilization to judicial enforcement of rights in both domestic and international tribunals. Enrollment limited to 20. (E) **[S]** 4 credits

Alice Hearst

Offered Spring 2013

250 Case Studies in International Relations

In fall 2011, the course will focus on the global politics of energy, food and water. The course will begin by considering the role of resource competition and resource scarcity in contemporary world affairs, and how these

phenomena are likely to be affected by globalization, climate change, population growth, and the rise of new economic dynamos like China and India. It will then examine current trends regarding the global demand for and supply of energy, food and water. Students will be expected to choose a particular country or problem for intensive study. **[S]** 4 credits

Michael Klare

Offered Fall 2011

251 Foreign Policy of Japan

Analysis of Japan's diplomacy and foreign policy since World War II. Emphasis on various approaches to the study of Japan's external relations and on contending national identities debated in Japan, including pacifist, neo-mercantilist, civilian, normative and normal nation images. Case studies focus on relations with the U.S., Europe, East through Central Asia, and other non-Western regions. **[S]** 4 credits

Dennis Yasutomo

Offered Spring 2012, Spring 2013

252 International Organizations

What role do international organizations play in world politics, and what role should they play? Do international organizations represent humanity's higher aspirations, or are they simply tools of the wealthy and powerful? This course explores the problems and processes of international organizations by drawing on theoretical, historical, and contemporary sources and perspectives. We focus on three contemporary organizations: the United Nations, the World Trade Organization and the European Union. Prerequisite: 241 or permission of the instructor. **[S]** 4 credits

Mlada Bukovansky

Offered Fall 2012

254 Colloquium: Politics of the Global Environment

An introductory survey of the environmental implications of the international political economy. The focus is on the changing role of the state and the politics of industrial development. Special emphasis is devoted to the controversies and issues that have emerged since the 1950s, including the tragedy of the commons, sustainable development, global warming and environmental security. Special attention is also accorded to North-South relations and the politics of indigenous peoples. Prerequisite: 241 or permission of the instructor. Enrollment limited to 20. **[S]** 4 credits

Gregory White

Offered Fall 2011, Spring 2013

257 Refugee Politics

This course examines refugees—i.e., people displaced within their country, to another country or, perhaps, somewhere “in between.” Refugee politics prompt a consideration of the cause of refugee movements: persecution, flight, asylum and resettlement dynamics; the international response to humanitarian crises; and the position of refugees in the international system. In addition to international relations theory, the seminar focuses on historical studies, international law, comparative politics, refugee policy studies and anthropological approaches to displacement and “foreignness.” Although special attention is devoted to Africa, other cases of refugee politics are examined. Open to majors in Government; others by permission of the instructor. Enrollment limited to 40. **[S]** 4 credits

Gregory White

Offered Spring 2012, Spring 2013

341 Seminar in International Relations

Topic: U.S. Foreign Policy, Human Rights and Democracy. Is the United States committed to promoting democracy and human rights abroad or just advancing its own strategic and domestic corporate interests? What influence does the United States have on the development of democracy around the world, and the emergence of—and compliance with—international human rights conventions, protocols and laws? This seminar begins with a historical overview of American democracy and human rights rhetoric and policies, and seeks to uncover the range of political, economic, cultural and geostrategic motivations underlying U.S. behavior. We will then examine American foreign policy responses to contemporary human rights and democracy. **[S]** 4 credits

Jon Western

Offered Spring 2012

343 Seminar in International Politics and Comparative Politics

Topic: Corruption and Global Governance. What can international institutions such as the International Monetary Fund and the World Bank do about corruption? This seminar explores the theoretical and practical dimensions of the problem of corruption, and analyzes how states and international organizations have attempted to combat the problem. **[S]** 4 credits

Mlada Bukoransky

Offered Fall 2012

344 Seminar on Foreign Policy of the Chinese People's Republic

After examining the historical roots of the foreign policy of the People's Republic of China both before and after its establishment in 1949, the seminar will focus on the process and substance of the nation's contemporary international behavior. **[S]** 4 credits

Steven Goldstein

Offered Spring 2012, Spring 2013

345 Seminar in International Politics

Topic: Intelligence. How do governments learn about the threats facing them and their citizens? What is the proper balance between liberty and security in a democratic society? Why did the U.S. government fail to prevent the 9/11 attacks, and what can be done to ensure against such attacks in the future? This course considers these and other questions through the lens of the U.S. intelligence community. The modern American intelligence system was established in the wake of World War II and has since grown to comprise eighteen different agencies requiring upwards of \$50 billion per year in funding. We will review the history of this system, both at home and abroad, with special attention to the Central Intelligence Agency and its often controversial role in U.S. foreign policy. **[S]** 4 credits

Brent Durbin

Offered Spring 2013

347 Seminar in International Politics and Comparative Politics

Topic: North Africa in the International System. This seminar examines the history and political economy of Morocco, Tunisia and Algeria—the Maghreb—focusing on the post-independence era. Where relevant, Mauritania and Libya will be treated. The seminar sets Maghrebi politics in the broader context of its regional situation within the Mediterranean (Europe and the Middle East), as well as its relationship to sub-Saharan Africa and North America. Study is devoted to: (1) the independence struggle; (2) the colonial legacy; (3) contemporary political economy; and (4) post-colonial politics and society. Special attention will be devoted to the politics of Islam, the status of women and democratization. **[S]** 4 credits

Gregory White

Offered Fall 2011, Fall 2012

348 Seminar in International Politics

Topic: Conflict and Cooperation in Asia. The seminar will identify and analyze the sources and patterns of conflict and cooperation among Asian states and between Asian and Western countries in the contemporary period. The course will conclude by evaluating prospects for current efforts to create a new "Asia Pacific community." Permission of the instructor is required. **{S}** 4 credits

Dennis Yasutomo

Offered Fall 2011, Fall 2012

Political Theory

261 Ancient and Medieval Political Theory

An examination of the great thinkers of the classical and (time permitting) medieval periods. Possible topics include family and the state, freedom and the gods, war and faction, politics and philosophy, secular and religious authority, justice, citizenship, regimes, and natural law. Selected authors include Sophocles, Aeschylus, Aristophanes, Thucydides, Xenophon, Plato, Aristotle, Polybius, Cicero, Lucretius, Augustine, Aquinas and Marsilius. **{S}** 4 credits

Patrick Coby

Offered Fall 2012

262 Early Modern Political Theory, 1500-1800

A study of Machiavellian power-politics and of efforts by social contract and utilitarian liberals to render that politics safe and humane. Topics considered include political behavior, republican liberty, empire and war; the state of nature, natural law/natural right, sovereignty and peace; limitations on power and the general will; and liberalism's relation to moral theory, religion and economics. Readings from Machiavelli, Hobbes, Locke, Rousseau, Hume, Smith and others; also novels and plays. **{S}** 4 credits

Patrick Coby

Offered Fall 2011

263 Political Theory of the 19th Century

A study of the major liberal and radical political theories of the 19th century, with emphasis on the writings of Hegel, Marx, Tocqueville, Mill and Nietzsche. Not open to first-year students. **{S}** 4 credits

Gary Lebring

Offered Spring 2013

264 American Political Thought

An examination of political thought in America from the colonial period to the present. Prominent themes include politics and religion, constitutional structures, political parties, slavery, industrialization, welfare, foreign policy and liberalism-conservatism. **{S}** 4 credits

Patrick Coby

Offered Spring 2013

265 Reacting to the Past: America's Founding, the Constitutional Convention of 1787

A departmental version of the historical role-playing First-Year Seminar by the same name, featuring a new game written by the instructor; a one-game, half-semester course for 2 credits connected loosely to American Political Thought (264) as an optional "lab," in which the ideas learned in the lecture course are put into practice in the Reacting game. Open to all students whether enrolled in 264 or not. Enrollment limited to 21. **{S}** 3 credits

Patrick Coby

Offered Spring 2012

266 Contemporary Political Theory

A study of major ideas and theories of justice and rights since World War II. Beginning with the work of John Rawls and his critics, we will move to examine the debates raised by Rawls in the works of other authors who take seriously his idea of building a just society for all. Special attention will be paid to the politics of inclusion for groups based on race, gender, sexual orientation, and ethnicity as their claims for rights/justice/inclusion present challenges to our rhetorical commitment to build a just and fair society for all. Successful completion of 100 or another political theory course is strongly suggested. **{S}** 4 credits

Gary Lebring

Offered Spring 2012

267 Problems in Democratic Thought

What is democracy? We begin with readings of Aristotle, Rousseau and Mill to introduce some issues associated with the ideal of democratic self-government: participation, equality, majority rule vs. minority rights, the common good, pluralism and community. Readings will include selections from liberal, radical, socialist, libertarian, multiculturalist and feminist political thought. Not open to first-year students. **{S}** 4 credits

Martha Ackelsberg

Offered Fall 2011, Spring 2013

269 Politics of Gender and Sexuality

An examination of gender and sexuality as subjects of theoretical investigation, historically constructed in ways that have made possible various forms of regulation and scrutiny today. We will focus on the way in which traditional views of gender and sexuality still resonate with us in the modern world, helping to shape legislation and public opinion and creating substantial barriers to cultural and political change. **[S]** 4 credits

Gary Lebring

Offered Fall 2012

364 Seminar in Political Theory

Topic: Feminist Theory. An examination of feminist perspectives on political participation and citizenship. Prerequisite: one course in political theory or permission of the instructor. **[S]** 4 credits

Martha Ackelsberg

Offered Spring 2012

367 Seminar in Political Theory

Topic: The Body Politic: Politics of the Body. This seminar examines the contemporary politicization of human bodies, focusing on the way bodies have become represented, imagined, dispersed, monitored, regulated, and inscribed within and through recently emergent political struggles. Often providing new forms of resistance to the dominant social text, new bodily and political possibilities bring with them new modes of surveillance and containment of bodies and politics. Issues we will explore include abortion, reproduction, AIDS, gender subversion, sexual acts and identities, political torture and terminal illness. **[S]** 4 credits

Gary Lebring

Offered Fall 2012

Cross-Listed Courses

EAS 210 Colloquium: Topics in East Asian Studies

[S] 4 credits

Dennis Yasutomo

Offered Spring 2012, Spring 2013

GES 302 Costa Rica at a Crossroads: Examination of Globalization and Sustainability

Enrollment limited to 10 rising juniors and seniors.

(E) **[S/N]** 4 credits

Amy Rhodes, Gary Lebring

Offered Summer 2012

PRS 320 Decision and Uncertainty

Brent Durbin (Government)

Offered Fall 2011

PRS 325 Political Economy of Humanitarianism

Mlada Bukovansky (Government)

Offered Spring 2012

PRS 327 Legends of the Fall (and Rise): Japan and Germany as Visions of the Future

Dennis Yasutomo (Government), Joseph McVeigh (German Studies)

Offered Spring 2012

404 Special Studies

Admission for majors by permission of the department.

4 credits

Offered both semesters each year

408d Special Studies

Admission for majors by permission of the department.

8 credits

Full-year course; Offered each year

The Major

Advisers: Martha Ackelsberg, Donald Baumer, Mlada Bukovansky, Patrick Coby, Donna Robinson Divine, Brent Durbin, Velma Garcia, Howard Gold, Steven Goldstein, Alice Hearst, Gary Lebring, Marc Lendler, Catharine Newbury, Gregory White, Dennis Yasutomo

Graduate School Adviser: Steven Goldstein

Director of the Jean Picker Semester-in-Washington

Program: Donald Baumer

Basis: 100

Requirements: 10 semester courses, including the following:

1. 100;
2. one course at the 200 level in each of the following fields: American government, comparative government, international relations and political theory;
3. two additional courses, one of which must be a seminar, and both of which must be related to one of the courses taken under (2); they may be in the same subfield of the department, or they may be in

other subfields, in which case a rationale for their choice must be accepted by the student and her adviser; and

4. three additional elective courses. Majors are encouraged to select 190 as one of their electives.

Majors may spend the junior year abroad if they meet the college requirements.

The Minor

Advisers: Same as those listed for the major

Based on 100. The minor consists of six courses, which shall include 5 additional courses, including at least one course from two of the four fields identified as requirements for the major.

Honors

Director: Gary Lehring

430d Honors Project

8 credits

431 Honors Project

8 credits

Offered Fall 2011, Fall 2012

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Jean Picker Semester-in-Washington Program

The Jean Picker Semester-in-Washington Program is a first-semester program open to Smith junior and senior government majors and to other Smith juniors and seniors with appropriate background in the social sciences. It provides students with an opportunity to study processes by which public policy is made and implemented at the national level. Students are normally resident in Washington from the June preceding the semester through December.

Applications for enrollment should be made through the director of the Semester-in-Washington Program no later than November 1 of the preceding year. Enrollment is limited to 12 students, and the program is not mounted for fewer than six.

Before beginning the semester in Washington, the student must have satisfactorily completed at least one course in American national government at the 200 level selected from the following courses: 200, 201, 202, 206, 207, 208, 209, 210 and 211. In addition, a successful applicant must show promise of capacity for independent work. An applicant must have an excess of two credits on her record preceding the semester in Washington.

For satisfactory completion of the Semester-in-Washington Program, 14 credits are granted: four credits for a seminar in policymaking (411); two credits for GOV 413, seminar on political science research; and eight credits for an independent research project (412), culminating in a long paper.

No student may write an honors thesis in the same field in which she has written her long paper in the Washington seminar, unless the department, upon petition, grants a specific exemption from this policy.

The program is directed by a member of the Smith College faculty, who is responsible for selecting the interns, assisting them in obtaining placement in appropriate offices in Washington, and directing the independent research project through tutorial sessions. The seminar is conducted by an adjunct professor resident in Washington.

Students participating in the program pay full tuition for the semester. They do not pay any fees for residence at the college but are required to pay for their own room and board in Washington during the fall semester.

History

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

^{*1} Daniel K. Gardner, Ph.D.

^{**2} Ann Zulawski, Ph.D. (History and Latin American Studies)

Richard Lim, Ph.D., *Chair*

Associate Professors

Ernest Benz, Ph.D.

^{*1} Jennifer Guglielmo, Ph.D.

^{*1} Darcy Buerkle, Ph.D.

Assistant Professors

Marnie Anderson, Ph.D.

^{*2} Nadya Sbaiti, Ph.D.

^{*2} Elizabeth Stordeur Pryor, Ph.D.

^{*2} Joshua C. Birk, Ph.D.

Sergey Glebov, Ph.D.

Associated Faculty

Daniel Horowitz, Ph.D. (American Studies and History)

Lecturers

Peter Gunn, M.Ed.

Jennifer Hall-Witt, Ph.D.

Sarah Hardin, M.A.

Dawn Peterson, M.Phil.

Stephen Platt, Ph.D.

Robert Weir, Ph.D.

Joel Wolfe, Ph.D.

Research Associates

Daniel W. Brown, Ph.D.

Sean Gilsdorf, Ph.D.

Erika Laquer, Ph.D.

Marshall Poe, Ph.D.

Ann Ramsey, Ph.D.

Marylynn Salmon, Ph.D.

Revan Schendler, Ph.D.

History courses at the 100 and 200 level are open to all students unless otherwise indicated. Admission to seminars (300 level) assumes prior preparation in the field and is by permission of the instructor.

A reading knowledge of foreign languages is highly desirable and is especially recommended for students planning a major in history.

Cross-listed courses retain their home department or program designations.

101 Introduction to Historical Inquiry

Colloquia with a limited enrollment of 18 and surveys, both designed to introduce the study of history to students at the beginning level. Emphasis on the sources and methods of historical analysis. Recommended for all students with an interest in history and those considering a history major or minor.

Topic: Geisha, Wise Mothers and Working Women

Images of Japanese women that are prevalent in the West and to some extent Japan. Focus on three key

figures considered to be definitive representations of Japanese women: the geisha, the good wife/wise mother and the working woman. Popular treatments including novels such as Arthur Golden's *Memoirs of a Geisha*, primary sources, including an autobiography written by a geisha; and scholarly articles. Sorting through these images, distinguishing prescription from reality. Enrollment of 15 limited to first-years and sophomores. WI (H) 4 credits

Marnie Anderson

Offered Spring 2012

Topic: The European Millennium?

A survey of world history from 1000 to 2000. How did Europe, a cape of Asia, come to dominate much of the planet politically and culturally? The encounters of Vikings, Crusaders, conquistadors, missionaries, traders, settlers, revolutionaries and feminists with non-Europeans. How distinctive forms of family, state, church, economy, and community participated in and grew out of European imperialism. The formation of a

global culture as the reconquest of Europe by the rest of the world. **{H}** 4 credits

Ernest Benz

Offered Fall 2012

EAS 100 Introduction to Modern East Asia

This course looks comparatively at the histories of China, Japan and Korea from the late 18th century to the present. It examines the struggles of these countries to preserve or regain their independence and establish their national identities in a rapidly emerging and often violent modern world order. While each of these countries has its own distinctive identity, their overlapping histories (and dilemmas) give the region a coherent identity. We will also look at how individuals respond to and are shaped by larger historical movements. **{H}** 4 credits

Marmie Anderson

Offered Fall 2011, Fall 2012

FYS 142 Reacting to the Past

This is an interdepartmental, first-year seminar based on historical role-playing. In it students enact moments of high drama from the distant and not-so-distant past, and from cultures strange and engrossing. The seminar consists of three competitive games: "Constantine and the Council of Nicaea—CE 325;" "The Trial of Galileo: Aristotelianism, the New Cosmology and the Catholic Church, 1616–33;" and "Defining a Nation: Gandhi and the Indian Subcontinent on the Eve of Independence, 1945." Class sessions are run by students; the instructor sets up the games and functions as an adviser. Students work in groups, debate issues, negotiate agreements, cast votes, and strive to achieve their group's objectives. Course materials include game rules, historical readings, detailed role assignments and classic texts (Dialogue on the Two Chief World Systems, The Gospel of Thomas, etc.). Papers are all game- and role-specific; there are no exams. Enrollment limited to 20 first-year students. WI **{H}** 4 credits

Section 1: Joshua Birk

Offered Fall 2011

Lectures and Colloquia

Lectures (L) are normally limited to 40 students. Colloquia (C) are primarily reading and discussion courses limited to 18. Lectures and colloquia are open to all students unless otherwise indicated. In certain cases,

students may enroll in colloquia for seminar credit with permission of the instructor.

Antiquity

201 (C) The Silk Road

The premodern contacts, imagined and real, between East and West. Cultural, religious and technological exchanges between China, India and Rome. The interactions between these sedentary societies and their nomadic neighbors. The rise and fall of nomadic empires such as that of the Mongols. Trade, exploration and conquest on the Eurasian continent. We will sample pertinent travel accounts as a form of ethnographical knowledge that reproduces notions of cultural identity and civilization. **{H}** 4 credits

Richard Lim

Offered Fall 2012

202 (L) Ancient Greece

The emergence of the Greek world from the Dark Ages to Philip II of Macedon, c. 800–336 B.C.E., focusing on the politics, society, and culture of late archaic and classical Greece. Main topics include colonization, tyranny, hoplites and city-state society; the Persian Wars; Sparta and Athens; Athenian empire and democracy; the rise of Macedon. **{H}** 4 credits

Richard Lim

Offered Fall 2012

203 (L) Alexander the Great and the Hellenistic World

Following Alexander of Macedon's conquest of the Persian Empire, a Greek-speaking commonwealth stretched from the Mediterranean to India. This course examines this dynamic period of history to the coming of the Romans. Main topics include Alexander and his legacy; Greek conquerors and native peoples in contact and conflict; kings, cities and experimentation with multiethnic society; unity and diversity in Hellenistic Egypt, Syria and Judea; and new developments in science and religion. **{H}** 4 credits

Richard Lim

Offered Spring 2013

204 (L) The Roman Republic

A survey of the developing social, cultural and political world of Rome as the city assumed dominance in the Mediterranean. Achievements of the Roman state, plebeians and patricians, the Roman family and slavery; encounters with local cultures in North Africa, Gaul

and the Greek East; problems of imperial expansion and social conflicts. **{H}** 4 credits

Richard Lim

Offered Fall 2011

205 (L) The Roman Empire

A survey of the history and culture of the Roman Empire from the principate of Augustus to the rise of Christianity in the fourth century. The role of the emperor in the Roman world, Rome and its relationship with local cities, the maintenance of an imperial system; rich and poor, free and slave, Roman and barbarian; the family, law and society; military monarchy; persecution of Christians; pagans, Christians and Jews in late antiquity. **{H}** 4 credits

Richard Lim

Offered Spring 2012

206 Aspects of Ancient History

Topic: Greek and Roman Slavery. The historical roles of slaves within the social and economic fabric of classical Greece and Rome. The scope and limits of ancient evidence in literary and artistic representations, as well as modern interpretive comparisons with other slave societies. Critical examination of such concepts as class, social mobility, social order, and status, gender and ethnicity. **{H/S}** 4 credits

Richard Lim

Offered Spring 2012

Islamic Middle East

208 (L) The Making of the Modern Middle East

This course is designed as an introduction to the modern history of the Middle East with a focus on the 18th century to the present. The main political, economic, social, and cultural institutions and forces that have most profoundly affected events in the region. Identifying how specific events and long-term processes have informed social and political realities in the Middle East. Focus on significant developments and movements, including Ottoman reform; the emergence of Arab nationalism and the rise and formation of modern nation-states; the role of imperialist and colonial powers in the region; regional conflicts; Zionism; Islamism, and social and cultural changes. **{H}** 4 credits

Nadya Shaiti

Offered Spring 2012

East Asia

211 (L) The Emergence of China

Chinese society and civilization from 1000 B.C. to A.D. 750. Topics include neolithic cultures of China, Bronze Age, formation of a Chinese state, Golden Age of Chinese philosophy, creation of a centralized empire, relations with non-Chinese, family structure, roles of women and introduction of Buddhism. **{H}** 4 credits

Daniel Gardner

Offered Fall 2011

212 (L) China in Transformation, A.D. 750–1900

Chinese society and civilization from the Tang dynasty to the Taiping rebellion. Topics include disappearance of the hereditary aristocracy and rise of the scholar-official class, civil service examination system, Neo-Confucian orthodoxy, poetry and the arts, Mongol conquest, popular beliefs, women and the family, Manchus in China, domestic rebellion and confrontation with the West. **{H}** 4 credits

Daniel Gardner

Offered Fall 2012

214 (C) Aspects of Chinese History

Topic: The World of Thought in Early China. Readings from the major schools of Chinese thought, such as Confucianism, Daoism, Legalism and Buddhism. Consideration will also be given to the relevance of these traditional teachings in contemporary China. As China moves away from Marxist-Leninist ideology, is there a place for a renewed Confucianism? As the Chinese become more ecologically concerned, will they draw on the concepts and vocabulary of Daoism and Buddhism? How do views of the relationship between body and cosmos in traditional teachings influence medical practices in China today? **{H/L}** 4 credits

Daniel Gardner

Offered Fall 2011

215 The Decline and Fall of the Chinese Empire

The rise and spectacular fall of China's last dynasty, the Qing (1644–1911), with particular emphasis on the social, economic, intellectual and military forces that transformed China from an empire into a modern nation in the decades leading up to the 1911 Revolution. Subjects include secret societies, restoration scholars, gunboat diplomacy, imperial decadence, new-text Confucian visions, clandestine missionaries, treaty-port

translators and student revolutionaries. Enrollment limited to 40. (E) **{H}** 4 credits

Stephen Platt

Offered Spring 2012

217 (L) World War Two in East Asia: History and Memory

Examination of the factors leading to the war in Asia, the nature of the conflict, and the legacy of the war for all those involved. Topics include Japan's seizure of Korea, the invasion of China, the bombing of Pearl Harbor, the war in the Pacific, the racial dimensions of the Japanese empire, the comfort women, biological warfare, the dropping of the atomic bombs, and the complicated relationship between history and memory.

{H} 4 credits

Marnie Anderson

Offered Spring 2012, Spring 2013

220 (C) Japan to 1600

How individuals of different backgrounds in pre-modern Japanese society conceived of themselves and their world. Begins in prehistoric times and ends with the development of an early modern state in the 17th century. Topics include the creation of a centralized state, the emperor and the aristocracy, the rise of the samurai, rebellion, religion, sexuality and national seclusion. **{H}** 4 credits

Marnie Anderson

Offered Fall 2011

222 (C) Aspects of Japanese History

Topic: The Place of Protest in Modern Japan. Histories of social conflict, protest, and revolution in early modern and modern Japan. In the early modern period (1600–1867), peasant resistance and protest, urban uprisings, popular culture, “world-renewal” movements, and the restorationist activism of the Tokugawa period. In the modern period, the incipient democratic movements and the new millenarian religions of the Meiji era (1868–1912); radical leftist activism, mass protest, and an emerging labor movement in the Taisho era (1912–1926); anti-imperialist movements in China during the prewar years; and finally, a range of citizens’ movements in the postwar decades. **{H/S}** 4 credits

Marnie Anderson

Offered Fall 2012

223 (C) Women and Gender in Japanese History

Topic: Gendering Modern Japanese History

{H/S} 4 credits

Marnie Anderson

Offered Spring 2013

EAS 220 (C) Environment and Society in Contemporary China

China faces a range of environmental challenges in the 21st century: air pollution, water contamination, food scarcity, energy management and deforestation. The course will consider these environmental issues, examining how they have come about; the Chinese response to them; their global impact; and the measures being proposed—and taken—to address them. Issues of the environment will be placed in the context of the social, economic, and political changes that have occurred in China during the past few decades: economic growth, globalization, urbanization, population migration and media expansion. Finally, the course will consider China's traditional attitudes toward nature and the environment and ask what role those attitudes play today. Limited to 18. **{S/H/N}** 4 credits

Daniel Gardner

Offered Spring 2013

Europe

History 224, 225 and 226 form an introductory sequence in medieval history.

224 (L) The Early Medieval World, 400–1000

The Mediterranean world from the fall of Rome to the age of conversion. The emergence of the Islamic world, the Byzantine state and the Germanic empire. Topics include the monastic ideal, Sufism and the cult of saints; the emergence of the papacy; kinship and kingship: Charlemagne and the Carolingian renaissance, the high caliphate, and the continuation of the Eastern Roman Empire; literacy and learning. The decline of public authority and the dominance of personal power in societies built on local relations. **{H}** 4 credits

Joshua Birk

Offered Spring 2012

226 (L) Renaissance and Reformation? Europe in the Late Middle Ages: Society, Culture and Politics from 1300 to 1600

Were the Renaissance and Reformation something new and modern, or a continuation of medieval trends?

Topics include the Black Death, Europe as a persecuting society, the emergence of humanism, the fragmentation of religious unity across Europe, Witch Trials, the intersection of politics and science, and the beginnings of the Age of Exploration and European Imperialism.

{H} 4 credits

Joshua C. Birk

Offered Fall 2011

227 (C) Aspects of Medieval European History

Topic: Crusade and Jihad: Religious Violence in the Islamo-Christian Tradition. This course juxtaposes the medieval understanding of religious violence and war in the Western Christian and Islamic traditions with modern understandings of those same phenomena. It traces the intellectual development of these concepts during the Middle Ages, and how medieval conceptions of violence are reinterpreted and redeployed in the 19th through 21st centuries. **{H}** 4 credits

Joshua Birk

Offered Spring 2012

239 (L) Empire-Building in Eurasia Since 1750

The emergence, expansion, and maintenance of the Russian and Soviet Empire to 1929. The dynamics of pan-imperial institutions and processes (imperial dynasty, peasantry, nobility, intelligentsia, revolutionary movement, rise of the Communist government), as well as the development of the multitude of nations and ethnic groups conquered by or included into the empire. Focus on how the multinational Russian Empire dealt with pressures of modernization (nationalist challenges in particular), internal instability and external threats. **{H}** 4 credits

Sergey Glebov

Offered Fall 2011

243 (C) Reconstructing Historical Communities

How much can historians learn about the daily lives of the mass of the population of the past? Can a people's history recapture the thoughts and deeds of subjects as well as rulers? Critical examination of attempts at total history from below for selected English and French locales. The class re-creates families, congregations, guilds, and factions in a German town amid the religious controversy and political revolution of the 1840s. Enrollment by permission of the instructor. **{H/S}** 4 credits

Ernest Benz

Offered Spring 2012

246 (C) Memory and History

Contemporary debates among European historians, artists and citizens over the place of memory in political and social history. The effectiveness of a range of representational practices, from the historical monograph to visual culture, as markers of history and as creators of meaning. Can it be more dangerous to remember history than to forget it? **{H}** 4 credits

Darcy Buerkle

Offered Fall 2012

History 249, 250 and 251 form an introductory sequence in modern European history.

249 (L) Early Modern Europe, 1600–1815

A survey of the *ancien régime*. On behalf of the central state, war-making absolutists, Enlightened *philosophes* and patriotic republicans assailed privileges. The era culminated in the leveling of European societies through the French Revolution and the industrial revolution. **{H}** 4 credits

Ernest Benz

Offered Spring 2013

250 (L) Europe in the 19th Century

1815–1914: a century of fundamental change without a general war. The international order established at the Congress of Vienna and its challengers: liberalism, nationalism, Romanticism, socialism, secularism, capitalism and imperialism. **{H}** 4 credits

Ernest Benz

Offered Fall 2012

251 (L) Europe in the 20th Century

Ideological and military rivalries of the contemporary era. Special attention to the origin, character, and outcome of the two World Wars and to the experience of fascism, Nazism and communism. **{H}** 4 credits

Ernest Benz

Offered Spring 2012, Spring 2013

252 (L) Women and Gender in Modern Europe, 1789–1918

A survey of European women's experiences and constructions of gender from the French Revolution through World War I, focusing on Western Europe. Gendered relationships to work, family, politics, society, religion, and the body, as well as shifting conceptions of femininity and masculinity, as revealed in novels,

films, treatises, letters, paintings, plays and various secondary sources. **{H}** 4 credits

Jennifer Hall-Witt, Fall 2011

Darcy Buerkle, Fall 2012

Offered Fall 2011, Fall 2012

253 (L) Women and Gender in Contemporary Europe

Women's experience and constructions of gender in the commonly recognized major events of the 20th century. Introduction to major thinkers of the period through primary sources, documents and novels, as well as to the most significant categories in the growing secondary literature in 20th-century European history of women and gender. **{H}** 4 credits

Darcy Buerkle

Offered Spring 2013

254 (C) 19th-Century European Thought

Rethinking individual and community in the wake of the French and industrial revolutions. Readings from de Maistre, Saint-Simon, Comte, Durkheim, Fourier, Goethe, Schopenhauer, Burckhardt, Nietzsche, Marx and Mill. Also considered are their views on art, religion, science and women. Enrollment by permission of the instructor. **{H/S}** 4 credits

Ernest Benz

Offered Fall 2011

255 (C) 20th-Century European Thought

The cultural context of fascism. Readings from Nietzsche, Sorel, Wilde, Pareto, Marinetti, Mussolini and Hitler, as well as studies of psychology, degenerate painting and music. Both politicians and artists claimed to be Nietzschean free spirits. Who best understood his call to ruthless creativity? Enrollment by permission of the instructor. **{H/S/A}** 4 credits

Ernest Benz

Offered Fall 2012

REL 223 Jews and Modernity: Europe and Beyond

A thematic survey of Jewish history and thought from the 16th century to the present, examining Jews as a minority in modern Europe and in global diaspora. We will examine changing dynamics of integration and exclusion of Jews in various societies, as well as diverse forms of Jewish religion, culture, and identity among Sephardic, Ashkenazic and Mizrahi Jews. Readings include major philosophic, mystical, and political works, in addition to primary sources on the lives of Jewish women and men, families and communities, and mes-

sianic and popular movements. We will pay attention throughout to tensions between assimilation and cohesion; tradition and renewal; and history and memory.

{H} 4 credits

Lois Dubin

Offered Spring 2012

JUD 287 The Holocaust

The history of the Final Solution, from the role of European anti-Semitism and the origins of Nazi ideology to the implementation of a systematic program to annihilate European Jewry. How did Hitler establish a genocidal regime? How did Jews physically, culturally and theologically respond to this persecution? Enrollment limited to 40. (E) **{H}** 4 credits

Justin Cammy (Jewish Studies), *Ernest Benz (History)*

Offered Fall 2011

Africa

235 (L) Africa Before and After Colonialism

In the long history of the continent, Europeans colonized Africa for only a short period. This survey asks whether and how much that colonization influenced the Africa we see today. While evaluating Europeans' claims to have brought commerce, Christianity and civilization, the course deconstructs views of Africa as a "broken" continent of "violent tribalism" and disease. The course presents historical contexts for understanding the 1994 genocide in Rwanda, the HIV epidemic, and the general poverty suffered by the majority of Africans. Enrollment limited to 40. (E) **{H}** 4 credits

Sarah Hardin

Offered Fall 2011

256 (L) West Africa Since the 11th Century

The history of West Africans at home and abroad through the lens of their Muslim identity. Through Islam, West Africans addressed the Arab world, enslavement in Brazil, European colonialism, civil rights in the United States, as well as particularly local and personal issues, from slavery and governance to illness, money and marriage. Readings include travelogues, a novel, a personal life history by a man, and a treatise on Islamic education by a woman (both in English translation). The course introduces the diversity of Muslim experiences and their contributions to West Africa and the world. **{H}** 4 credits

Sarah Hardin

Offered Spring 2012

259 (C) Aspects of African History

Topic: Development in Africa. To understand what "development" is and has been, the course explores the history of the paradigm in sub-Saharan Africa from Europeans' 19th-century "civilizing mission" to the present. Case studies of development endeavors in agriculture, public health, education, urbanization, and industrialization, and Africans' perspectives on these issues. Studies assess the degree to which the actors involved, both insiders and outsiders of the targeted communities, influenced the goals and outcomes of particular development projects. (E) **[H/S]** 4 credits

Sarah Hardin

Offered Fall 2011

299 (C) Ecology in Africa

Africa has been viewed as a continent with serious environmental problems. The course challenges this view not only by examining Western systems of knowledge but, more importantly, by investigating Africans' views of the landscape, which are often based on social identities. Changing relations between Africans and the environment from earliest times to the present and from East Africa to the Americas. The influence of agriculture and animal husbandry on societies, the impacts of colonial efforts to regulate land use, and the factors involved in desertification and famine. **[H/S]** 4 credits

Sarah Hardin

Offered Spring 2012

AAS 370 Seminar: Modern Southern Africa

In 1994, South Africa underwent a "peaceful revolution" with the election of Nelson Mandela. This course is designed to study the historical events that led to this dramatic development in South Africa from 1948 to 2000. **[H/S]** 4 credits

Louis Wilson

Offered Fall 2011

Latin America**260/LAS 260 (L) Colonial Latin America, 1492–1825**

The development of Latin American society during the period of Spanish and Portuguese rule. Social and cultural change in Native American societies as a result of colonialism. The contributions of Africans, Europeans and Native Americans to the new multiethnic societies that emerged during the three centuries of colonization and resistance. The study of sexuality, gender ideologies and the experiences of women are integral to the course

and essential for understanding political power and cultural change in colonial Latin America. **[H]** 4 credits
Ann Zulauski

Offered Fall 2011, Fall 2012

261/LAS 261 (L) National Latin America, 1821 to the Present

A thematic survey of Latin American history focusing on the development of export economies and the consolidation of the state in the 19th century, the growth of political participation by the masses after 1900, and the efforts of Latin Americans to bring social justice and democracy to the region. **[H]** 4 credits

Joel Wolfe

Offered Spring 2012

263 (C) Continuity and Change in Spanish America and Brazil

Topic: Latin America and the United States. This class offers an overview of U.S. policy in Latin America from the 19th century to the present. Main focus is on Latin America; it is intended to be a view from the south.

From the Monroe Doctrine and Manifest Destiny to the Cold War, the drug war and the war against terrorism, how Latin American governments and citizens have collaborated with, challenged and resisted U.S. hegemony in the hemisphere. **[H]** 4 credits

Ann Zulauski

Offered Spring 2012

United States

History 264, 265, 266 and 267 form an introductory sequence in United States history.

264 (L) Colonialism in North America, 1492–1830

As Europeans set foot on the New World, they quickly discovered that enacting specific colonial visions, or simply surviving, required ongoing negotiations, accommodations, and violent contests over the meaning and shape of contact between themselves and peoples living on or forcibly relocated to the continent. In tracing the historical processes that shaped early North American colonialism, this course focuses on ideas and practices relating to kinship, cosmology, warfare, slavery, sex, race, property and community among and between people of European, American Indian and African descent. **[H]** 4 credits

Dawn Peterson

Offered Fall 2011

265 Race, Gender and United States Citizenship, 1776–1861

Analysis of the historical realities, social movements, cultural expression and political debates that shaped U.S. citizenship from the Declaration of Independence to the passage of the 15th Amendment, from the hope of liberty and equality to the exclusion of marginalized groups that made whiteness, maleness and native birth synonymous with Americanness. How African Americans, Native Americans, immigrants and women harnessed the Declaration of Independence and its ideology to define themselves as citizens of the United States. **{H}** 4 credits

Elizabeth Stordeur Pryor

Offered Fall 2011

267 (L) The United States Since 1898

Survey of the major economic, political and social changes of this period, primarily through the lens of race, class and gender, to understand the role of ordinary people in shaping defining events, including industrial capitalism, colonialism, imperialism, mass immigration and migration, urbanization, the rise of mass culture, nationalism, war, feminism, labor radicalism, civil rights and other liberatory movements for social justice. **{H}** 4 credits

Robert Weir

Offered Fall 2011

268 (L) Native American Indians Since 1500

Because of the spatial and temporal breadth of this survey and the diversity of the histories it addresses, over the course of the semester we will focus on select North American Indian peoples in historical periods after 1500. Some major themes include political negotiation and alliance; trade; gender; labor and the experiences of Native women; the ideologies and material practices of conquest and colonization; formations of colonial violence; histories of captivity and slavery; the defense of culture and homelands; decolonization; cultural innovation and resilience; and indigenous articulations of history and sovereignty. **{H}** 4 credits

Dawn Peterson

Offered Spring 2012

278 (L) Women in the United States, 1865 to Present

Survey of women's and gender history, with focus on race, class and sexuality. Informed by feminist methodologies to consider how the study of women's lives changes our understanding of history, knowledge, culture and the politics of resistance. Topics include emancipation from slavery, race and racism, labor,

colonialism, imperialism, im/migration, nationalism, popular culture, citizenship, education, religion, war, consumerism, civil rights and the modern freedom movement, feminism, queer cultures and globalizing capitalism. **{H}** 4 credits

Jennifer Guglielmo

Offered Spring 2012, Fall 2012

AAS 209 Feminism, Race and Resistance: History of Black Women in America

This interdisciplinary course will explore the historical and theoretical perspectives of African American women from the time of slavery to the post–civil rights era. A central concern of the course will be the examination of how black women shaped, and were shaped by, the intersectionality of race, gender and sexuality in American culture. Not open to first-year students. Enrollment limited to 55. **{H}** 4 credits

Paula Giddings

Offered Fall 2011

AAS 278 The '60s: A History of Afro-Americans in the United States from 1954 to 1970

An interdisciplinary study of Afro-American history beginning with the Brown Decision in 1954. Particular attention will be given to the factors which contributed to the formative years of "Civil Rights Movements," Black films and music of the era, the rise of "Black Nationalism," and the importance of Afro-Americans in the Vietnam War. Recommended background: survey course in Afro-American history, American history, or Afro-American literature. Not open to first-year students. Prerequisite: AAS 117 or 270, or permission of the instructor. Enrollment limited to 40. **{H}** 4 credits

Louis Wilson

Offered Spring 2012

AAS 335 Seminar: Free Blacks in the U.S. Before 1865

A study of the history of free blacks from the 17th century to the abolition of slavery in 1865. A major problem created by the establishment of slavery based on race by the 1660s was what was to be the status of free blacks. Each local and state government addressed the political, economic, and even religious questions raised by having free blacks in a slave society. This course will address a neglected theme in the history of the Afro-American experience: the history of free blacks before the passage of the 13th Amendment. Recommended background: AAS 117. **{H}** 4 credits

Louis Wilson

Offered Spring 2012

317 (C) Aspects of American History

Topic: The Black Atlantic. Historical debates surrounding African American identities and intellectual continuities throughout the Atlantic World, tracing the African American experience from Western Africa and the Middle Passage to the British colonies, the United States, Haiti and the British Isles. The lives of African-descended people as slaves, sailors, rebels and passengers on the Atlantic. African American images, migrations, self-directed travel, resistance, organizations and writings as they relate to black freedom and black nationalism from the revolutionary era through to the U.S. Civil War. Theorizing of the "black Atlantic."

{H} 4 credits

Elizabeth Stordeur Pryor

Offered Spring 2012

318 (C) Inquiries into United States Social History

Topic: Im/migrant Workers and the Politics of Race, Nation and Resistance. Explores significance of im/migrant workers and their transnational social movements to U.S. history in the late 19th and 20th centuries. How have im/migrants responded to displacement, marginalization, and exclusion by redefining the meanings of home, citizenship, community and freedom? What are the connections between mass migration and U.S. imperialism? What are the histories of such cross-border social movements as labor radicalism, borderlands feminism, black liberation and anticolonialism? Topics also include racial formation; criminalization, incarceration and deportation; and the politics of gender, sexuality, race, class and nation. {H} 4 credits

Jennifer Guglielmo

Offered Spring 2012, Spring 2013

366 Seminar: Contemporary Topics in Afro-American Studies

Topic: Ida B. Wells and the Struggle Against Racial Violence. Ida B. Wells (1862–1931) was a black investigative journalist who began, in 1892, the nation's first anti-lynching campaign. In her deconstruction of the reasons for, and response to, violence—and particularly lynching—she also uncovered the myriad components of racism in a formative period of race relations that depended on ideas of emerging social sciences, gender identity and sexuality. The course will follow Wells' campaign and, in the process, study the profound intersections of race, class, gender and sexuality that have shaped American culture and history. {H} 4 credits

Paula Giddings

Offered Spring 2012

AMS 302 The Material Culture of New England, 1630–1860

Using the collections of Historic Deerfield, Inc., and the environment of Deerfield, Massachusetts, students explore the relationship of a wide variety of objects (architecture, furniture, ceramics and textiles) to New England's history. Classes are held in Old Deerfield, Mass. Admission by permission of the instructor. {H/A} 4 credits

Nan Wolverton

Offered Spring 2012

Seminars**307 Problems in Middle East History**

Topic: U.S.–Arab Relations in Historical Perspective. Covers the history of relations between the United States and the Arab world, 17th century to the present. Reading primary and secondary sources, we explore the impact of policies toward Native Americans on initial missionary projects, Arab and American perspectives on each other, impact of 19th-century American missionaries on education and social relations, and the "Wilsonian moment." How did Arab immigrants to the U.S. become white? How did gender, race and religion play out? We consider the impact of oil, Cold War and global geopolitics, and interrogate frameworks, including American Orientalism and political Islam, ending with post-9/11 relations. {H} 4 credits

Nadya Shaiti

Offered Fall 2011

PRS 313 Western Encounters in Afghanistan: From Alexander the Great to Modern Archaeology

This interdisciplinary seminar examines three representative Western encounters in Afghanistan: the conquest by Alexander the Great and the rise of Greek Bactrian civilization; the first and second (19th century) Anglo-Afghan wars, which inspired travelogues and memoirs as well as British artists and writer such as Kipling; and modern archaeology and museum work, which rediscovered the Greek cities of Alexander and created exhibitions that link Afghanistan's past and present with the West. We will examine the real and symbolic significance of Afghanistan to Westerners, its roles in their visions of Asia, and the challenges they faced as they attempted to put their imprint on a land that was proverbially difficult to conquer and harder still to rule. Enrollment limited to 15 juniors or seniors. (E) {H} 4 credits

Richard Lim (History), Cornelia Pearsall (English)

Offered Fall 2011

340 Problems in Russian History

Topic: Stalinism and Its Histories. The phenomenon of Stalinist society created in the Soviet Union in the 1930s and replicated across the former Communist world. Stalinism was responsible for mass murder and victory over Hitler's Germany. Detested by millions, it was often supported by Europe's leading intellectuals. Social, economic, cultural, ideological and political preconditions for the party-state; the cult of the leader; mass violence and terror; and the command economy. How and why Stalinist regimes mobilized populations for large-scale social change and war. How histories of Stalinism were written and embedded in the culture and politics of the 20th century. Comparisons to other totalitarian regimes. **{H}** 4 credits

Sergey Glebov

Offered Spring 2012

355 Topics in Social History

Topic: Women and World War I: The Smith College Relief Unit

Students undertake archival research in the papers of the Smith College Relief Unit to explore relationships between women and the Great War. Between 1917 and the late 1920s, 47 Smith alumnae led reconstruction efforts in the Somme valley in France, one of the areas most devastated by the war. Drawing on materials in the Sophia Smith Collection—diaries, letters, photograph albums, newspaper clippings and financial records—the class compares this first women's college relief unit with other Americans and Europeans who contributed to the war effort. **{H/S}** 4 credits

Jennifer Hall-Witt

Offered Spring 2012

Topic: Debates in the History of Gender and Sexuality **{H/S}** 4 credits

Darcy Buerkle

Offered Spring 2013

LAS 301 Topics in Latin American and Latino/a Studies

Topic: Puerto Rico and Cuba in the "American Century." Often referred to as "two wings of the same bird," Puerto Rico and Cuba both have roots in Spanish colonialism, slavery and cultures of the African diaspora. Through migration, trade and shared political pursuits, their people were long in contact with each other and participated in a broader pan-Caribbean intellectual and cultural milieu. Cuba and Puerto Rico

both have histories of nationalist struggles for independence and complex political and cultural relationships with the United States. This seminar will begin in about 1850 and examine slavery, race, colonialism and independence in both countries. It will then concentrate on the experiences of Puerto Rico and Cuba after 1898, in the "American century," and explore how one became the only socialist country in the Americas and the other a U.S. territory. Our study will be scaffolded by political and social history, and it will use literature, music, film, and analysis of race and gender to understand these two interrelated stories. **{H/S}** 4 credits

Ann Zulawski

Offered Spring 2012

361 Problems in the History of Spanish America and Brazil

Topic: Public Health Race and Nation in Latin America, 1850–Present. The relationship between scientific medicine and state formation in Latin America.

Topics include European, Native American and African healing traditions and 19th-century politics; medicine and liberalism; gender, race and disease; eugenics and social Darwinism; the Rockefeller Foundation's mission in Latin America; and medicine under populist and revolutionary regimes. **{H/S}** 4 credits

Ann Zulawski

Offered Fall 2011

371 Problems in 19th-Century United States History

Topic: African American Women in Slavery and Freedom. Despite the particular degradation, violence and despair of enslavement in the United States, African American women built families, traditions and a legacy of resistance that nurtured freedom movements during enslavement and fostered a trajectory of activism in the black community throughout the 19th century. Close reading of enslavement and gender; protest strategies; speeches and writings; and, including those of Sojourner Truth, Harriet Jacobs and Sarah Remond. How did race, gender and resistance affect African American women? **{H}** 4 credits

Elizabeth Stordeur Pryor

Offered Fall 2011

372 Problems in American History

Topic: Race and Empire in the Early Republic. The story of the United States is popularly told as an anti-imperial struggle for national freedom. Yet after the Revolution, Anglo-Americans—from the founding

fathers to poorer whites—sought to expand the new slaveholding republic into western Indian country. Emergent U.S. political structures protected Euro-Americans' commercial interests in Indian land and African American slaves, while popular imaginings of western "frontier" families reproduced and materialized ideas about race, servitude, and territorial dispossession in everyday life. To resist, survive, or even exploit this moment of colonial expansion, American Indians and African Americans drew on their individual and collective histories, long-standing trans-Atlantic economies, and labor power, directly shaping North American politics as a result. **(H)** 4 credits

Dawn Peterson

Offered Spring 2012

383 Research in United States Women's History: The Sophia Smith Collection

An advanced research and writing workshop in U.S. women's history. Students develop historical research methods as they work with archival materials from the Sophia Smith Collection (letters, diaries, oral histories, newspaper articles, government documents, photographs), as well as historical scholarship, to research, analyze and write a 25–30 page research paper on a topic of their own choosing. **(H)** 4 credits

Jennifer Guglielmo

Offered Fall 2012

390 Teaching History

A consideration of how the study of history, broadly conceived, gets translated into curriculum for middle and secondary schools. Addressing a range of topics in American history, students develop lesson and unit plans using primary and secondary resources, films, videos and Internet materials. Discussions focus on both the historical content and the pedagogy used to teach it. Open to upper-level undergraduates and graduate students. Does not count for seminar credit in the history major. **(H)** 4 credits

Peter Gunn

Offered Fall 2011

404 Special Studies

By permission of the department.

4 credits

Offered both semesters each year

The Major

Advisers: Marnie Anderson, Ernest Benz, Joshua Birk, Daniel Gardner, Richard Lim, Elizabeth Stordeur Pryor, Nadya Sbaiti, Ann Zulawski

The history major comprises 11 semester courses, at least six of which shall normally be taken at Smith, distributed as follows:

1. Field of concentration: five semester courses, at least one of which is a Smith history department seminar. Two of these may be historically oriented courses at the 200 level or above in other disciplines approved by the student's adviser.
Fields of concentration: Antiquity; Islamic Middle East; East Asia; Europe, 300–1650; Europe, 1650 to the present; Africa; Latin America; United States; Women's History; Comparative Colonialism.
Note: A student may also design a field of concentration, which should consist of courses related chronologically, geographically, methodologically or thematically and must be approved by an adviser.
2. Additional courses: six courses, of which four must be in two fields distinct from the field of concentration.
3. No more than two courses taken at the 100 level may count toward the major.
4. Geographic breadth: among the 11 semester courses counting toward the major, there must be at least one course each in three of the following geographic regions:
Africa
East Asia and Central Asia
Europe
Latin America
Middle East and South Asia
North America

Courses both in the field of concentration and outside the field of concentration may be used to satisfy this requirement. AP credits may not be used to satisfy this requirement.

Courses cross-listed in this history department section of the catalogue count as history courses toward all requirements.

A student may count one (but only one) AP examination in United States, European or world history with a grade of 4 or 5 as the equivalent of a course for 4 credits toward the major.

The S/U grading option is not allowed for courses counting toward the major.

Study Abroad

A student planning to study away from Smith during the academic year or during the summer must consult with a departmental adviser concerning rules for granting credit toward the major or the degree. Students must consult with the departmental adviser for study away both before and after their participation in Study Abroad Programs.

Adviser for Study Abroad: Nadya Sbaiti

The Minor

Advisers: Same as those listed for the major

The minor comprises five semester courses. At least three of these courses must be related chronologically, geographically, methodologically, or thematically. At least three of the courses will normally be taken at Smith. Students should consult their adviser.

The S/U grading option is not allowed for courses counting toward the minor.

Honors

Director: Marnie Anderson

430d Honors Project

8 credits

Full-year course; Offered each year

431 Honors Project

8 credits

Offered Fall semester each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

The history honors major comprises 11 semester courses, at least six of which shall normally be taken at Smith, distributed as follows:

1. Field of concentration: four semester courses, at least one of which is a Smith history department seminar. Two of these may be historically oriented courses at the 200 level or above in other disciplines, approved by the student's adviser.
2. The thesis counting for two courses (8 credits).
3. Five history courses or seminars, of which four are outside the field of concentration.
4. No more than two courses taken at the 100 level may count toward the major.
5. Geographic breadth: among the 11 semester courses counting toward the major, there must be at least one course each in three of the following geographic regions:
Africa
East Asia and Central Asia
Europe
Latin America
Middle East and South Asia
North America

Courses both in the field of concentration and outside the field of concentration may be used to satisfy this requirement. AP credits may not be used to satisfy this requirement.

Courses cross-listed in the history department section of the catalogue count as history courses toward all requirements.

A student may count one (but only one) AP examination in United States, European or world history with a grade of 4 or 5 as the equivalent of a course for four credits toward the major.

The S/U grading option is not allowed for courses counting toward the major.

Graduate

580 Special Problems in Historical Study

Arranged individually with graduate students. {H}

4 credits

Offered both semesters each year

590 Research and Thesis

{H} 4 credits

Offered both semesters each year

590d Research and Thesis

{H} 8 credits

Full-year course; Offered each year

Program in the History of Science and Technology

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Advisers

Lâle Aka Burk, Senior Lecturer in Chemistry

David Dempsey, Museum of Art

^{††} Robert Dorit, Associate Professor of Biological Sciences

Craig Felton, Professor of Art

Nathanael Fortune, Professor of Physics

^{††} Albert Mosley, Professor of Philosophy

Douglas Lane Patey, Professor of English Language and Literature, *Director Fall 2011*

[†] Jeffry Ramsey, Associate Professor of Philosophy, *Director Spring 2012*

Gregory Young, Instructor, Science Center Machine Shop

Smith's Program in the History of Science and Technology is designed to serve all Smith students. Courses in the program examine science and technology in their historical, cultural and social contexts, and the ways in which they have shaped and continue to shape human culture (and vice versa). Linking many disciplines and cultures, the minor complements majors in the humanities, social sciences and the natural sciences.

207/ENG 207 The Technology of Reading and Writing

An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. Our main interest will be in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship and originality; movements toward standardization in language; and the fundamentally transformative effects of electronic communication. **[L]** 4 credits

Eric Reeves

Offered Spring 2012

211 Perspectives in the History of Science

Topic: The Scientific Revolution. What was the scientific revolution of the 16th and 17th centuries? Did a revolution even occur? If it did, was it really revolutionary? If it occurred, what forces produced it? How did the

boundaries of science, which was known as "natural philosophy," change during this time period? Readings will be drawn from primary and secondary sources.

[H/N] 4 credits

Jeffry Ramsey

Offered Spring 2012

404 Special Studies

4 credits

Offered both semesters each year

Cross-Listed Courses

ANT 135/ARC 135 Introduction to Archaeology

The study of past cultures and societies through their material remains. How archaeologists use different field methods, analytical techniques, and theoretical approaches to investigate, reconstruct and learn from the past. Data from settlement surveys, site excavations and artifact analysis are used to address economic, social, political and ideological questions across time and space. Course taught from an anthropological perspective, exploring key transitions in human prehistory, including the origins of food production, social inequality and state-level societies across the globe. Relevance of archaeological practice in modern political, economic and social contexts is explored. Limited to first years and sophomores. Enrollment limited to 30. **[N/S]** 4 credits

Elizabeth Klarich

Offered Fall 2011, Fall 2012

ANT 135 Introduction to Archaeology

The study of past cultures and societies through their material remains. How archaeologists use different field methods, analytical techniques, and theoretical approaches to investigate, reconstruct and learn from the past. Data from settlement surveys, site excavations, and artifact analysis are used to address economic, social, political and ideological questions across time and space. Course taught from an anthropological perspective, exploring key transitions in human prehistory, including the origins of food production, social inequality, and state-level societies across the globe. Relevance of archaeological practice in modern political, economic, and social contexts is explored. Enrollment limited to 30. 4 credits

Elizabeth Klarich

Offered Fall 2011, Fall 2012

ANT 248 Medical Anthropology

The cultural construction of illness through an examination of systems of diagnosis, classification and therapy in both non-Western and Western societies. Special attention given to the role of the traditional healer. Explores the anthropological contribution to international health care and to the training of physicians in the United States. Enrollment limited to 30. **[S/N]** 4 credits

Donald Joralemon

Offered Fall 2011, Fall 2012

AST 102 Sky and Time

This course explores the astronomical roots of clocks and calendars, and relies on both real and simulated observations of the sun, moon and stars. In addition to weekly projects based on collecting and interpreting data, students independently research a clock and a calendar from another culture, either ancient or modern. There are no prerequisites, and students from all disciplines and backgrounds are welcome. Enrollment limited to 25 per section. **[N]** 3 credits

Suzan Edwards, Meg Thacher, Fall

James Lowenthal, Meg Thacher, Spring

Offered Fall 2011, Spring 2012

CHM 100 Perspectives in Chemistry

Topic: Chemistry of Art Objects. In this museum-based course, chemistry will be discussed in the context of art. We will focus on materials used by artists and how the chemistry of these materials influences their longevity. Current analytical methods as well as preservation and conservation practices will be discussed with examples from the Smith College Museum of Art. Three hours of

lecture, discussion and demonstrations. Class meetings will take place in the museum. **[A/N]** 4 credits

Lâle Aka Burk, David Dempsey

Offered Spring 2012

FYS 191 Sense and Essence in Nature

This course will focus on fragrant plants with emphasis on their science as well as their use and economic significance in different parts of the world. Throughout history, aromatic plant materials have been used as cures, perfumes and flavorings, and their extensive use continues at the present. The chemistry, botany and bioactivities of these natural products will provide the scientific content for the course. Their consideration in historical and cultural contexts, and also their depiction in literature and art, will provide an interdisciplinary approach to the subject matter. No prerequisites. Enrollment limited to 16 first-year students. **WI [N]** 4 credits

Lâle Aka Burk (Chemistry)

Offered Spring 2012

PRS 311 Bodies and Machines

The shifting borderline between mechanism and organism as represented by artists, scientists and engineers. What is a body? What is a machine? Origins and possible future developments of the body-machine relationship. Dangers and promises of a posthumanist future. Texts, art, and artifacts that examine or question the pain-pleasure relationship between humans and machines. Introduction to research methods and wiki writing. Prerequisite: an interest in theory, art, science and technology. Some skill in advanced writing and literary analysis is required. Enrollment limited to 12. **[L]** 4 credits

Luc Gilleman (English Language and Literature)

Offered Spring 2012

The Minor

Requirements: Two courses in the natural or mathematical sciences and two courses in history, chosen in consultation with the student's minor adviser, and two courses in (or cross-listed in) the history of science and technology program. Normally one of the history of science and technology courses will be Special Studies, 404a or 404b, but another course may be substituted with the approval of the adviser. Work at the Smithsonian Institution in the Picker Program counts as one course toward the minor. Students considering a minor in the history of science and technology are urged to consult with their advisers as early as possible.

Interterm Courses Offered for Credit

Visiting faculty and some lecturers are generally appointed for a limited term.

Visit www.smith.edu/catalog for current course information.

ARX 100	Mini Archives Courses (1 credit)	MUS 215	Interterm Chamber Music Immersion (1 credit)
ARX 140	Exploring the Archives (2 credits)	MUS 905	Five College Opera Production (1 credit)
BKX 140	Perspectives on Book Study (1 credit)	MUX 117	Collecting 101 (2 credits)
EAL 115	Kyoto Then and Now (2 credits)	PHI 253	Indo-Tibetan Buddhist Philosophy and Hermeneutics (3 credits)
ESS 175	Applied Exercise Science (2 credits)	PYX 140	The Art and Business of Poetry (1 credit)
ESS 910	Badminton (1 credit)	SPN 218	Speaking Spanish in Context (4 credits)
ESS 945	Physical Conditioning (1 credit)	SWG 115	Oral History and Queer Subjects (1 credit)
FRN 235	Speaking (Like the) French: Conversing, Discussing, Debating, Arguing (4 credits)	THE 140	Commedia dell'arte Workshop (2 credits)
FRN 240	<i>Ça parle drôlement</i> : French Theatre Workshop (2 credits)	WTG 100	Popular Nonfiction (1 credit)
GEO 223	Geology of Hawaiian Volcanoes (1 credit)	Note: Courses may not be offered every Interterm. A schedule of important dates and information applicable to January Interterm courses is issued by the Registrar's Office before registration in the fall.	
GEO 270	Carbonate Systems and Coral Reefs of the Bahamas (3 credits)		
GRK 101	Readings in the Greek New Testament (1 credit)		
IDP 100	Critical Reading and Discussion: 'Book title' (1 credit)		
IDP 150	Introduction to AutoCad (1 credit)		
IDP 151	Introduction to SolidWorks (1 credit)		
IDP 250	Applied Design and Prototyping: Design It! Make It! (1 credit)		
IDP 320	Seminar on Global Learning: Women's Health of Tibetan Refugees in India (Fall and Interterm 4 credits)		
JUD 110	Elementary Yiddish (4 credits)		
MTH/QSK 103	Math Skills Studio (2 credits)		
MTH 289	The Mathematics of Knitted Objects (2 credits)		

Italian Language and Literature

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

Alfonso Procaccini, Ph.D., *Chair*

^{§2}(Spring) Giovanna Bellesia, Ph.D.

^{§1, *2} Anna Botta, Ph.D. (Italian and Comparative Literature)

Lecturers

Maria Succi-Hempstead, M.A.

^{§1} Bruno Grazioli, M.A.

Simone Gugliotta, M.A.

Morena Svaldi, M.A.

Five College Mellon Postdoctoral Fellow

Antonella Sisto

Students planning to major in Italian or intending to spend their junior year in Italy should start studying Italian in their first semester in order to meet all requirements. ITL 110y, the Elementary Italian course, carries 10 credits and meets for the full year. No credits will be assigned for one semester only.

All students going to Florence for their Study Abroad must take 250 in the spring of their sophomore year. Those students who decide belatedly to begin their study of Italian, must take ITL 111 in the spring of their first year.

Students who did not take Italian in their first year and wish to apply to the Study Abroad Program in Florence must successfully complete an intensive summer program approved by the Italian department in the summer before their sophomore year.

A. Language

Credit is not granted for the first semester only of our introductory language course ITL 110y. No satisfactory/unsatisfactory grades allowed in Italian language courses.

110y Elementary Italian

One-year course that covers the basics of Italian language and culture and allows students to enroll in 220, 230 (and 231 in exceptional cases) the following year. Preference given to first-year students. Three class meetings per week plus required weekly multimedia work and a discussion session. Enrollment limited to

20 per section. Students entering in the spring need permission of the department and must take a placement exam. Students must stay in the same section all year. **{F}** 10 credits

Maria Succi-Hempstead, Simone Gugliotta

Full-year course; offered each year

111 Accelerated Elementary Italian I

One-semester course designed for students who might have missed the opportunity to take our highly recommended yearlong ITL 110y course. It will cover the material of ITL 110y in one semester. Three class meetings per week, plus required weekly multimedia work and a discussion session. Preference is given to all first-year students planning to go to Italy for their junior year. Enrollment limited to 20 per section. Students should enroll in ITL 220 (or ITL 230 in exceptional cases) the following semester. This course does not fulfill the foreign language requirement {F} for Latin Honors because it is a one-semester language course and a two-semester language course is needed to fulfill that requirement. 5 credits

Maria Succi-Hempstead

Offered each Spring

220 Intermediate Italian

Comprehensive grammar review through practice in writing and reading. Literary texts and cultural material will constitute the base for in-class discussions and compositions. Students taking ITL 220 are also strongly encouraged to take ITL 235 Advanced Conversation in the fall semester. Taking both courses will strengthen

students' confidence and ability to become proficient in Italian. Prerequisite: ITL 110y or ITL 111 or permission of the department. **{F}** 5 credits

Maria Succi-Hempstead

Offered Fall 2011

230 High Intermediate Italian

Speaking and writing are strongly emphasized in this course. Reading of contemporary literary texts and class projects will help students improve and refine the use of linguistic expressions and prepare for more advanced conversations in Italian. Students enrolled in ITL 230 are also strongly encouraged to take ITL 235 Advanced Conversation in the spring semester. Taking these two courses will guarantee steady progress in language proficiency. Prerequisite: ITL 110y or ITL 111 or 220 or permission of the department. **{F}** 5 credits

Simone Gugliotta

Offered Fall 2011

231 Advanced Italian

A continuation of 220 or 230, with emphasis on refining linguistic expression. Speaking and writing are strongly emphasized. Prerequisite: 220, 230 or 110y or 111 with permission of the department. **{F}** 5 credits

Maria Succi-Hempstead

Offered Fall 2011

235 Advanced Conversation

Practice in conversation, using a variety of materials including newspaper articles, films, television broadcasts and Web sites. This course is designed to develop oral proficiency. There is no written work. All exams will be oral. Prerequisite: for the fall course, ITL 110 or 111 or placement exam to ensure correct language level, for the spring course: ITL 220 or 230 or 231 or placement exam to assure correct language level. This course can be repeated. **{F}** 2 credits

Morena Svaldi, Giovanna Bellesia

Offered Fall 2011, Spring 2012

B. Literature and Culture

The prerequisite for ITL 250 is ITL 220 or ITL 230 or ITL 231. There is no prerequisite for ITL 252 because it is conducted in English.

The prerequisite for 300-level courses conducted in Italian is fluency in written and spoken Italian and permission of the instructor.

FYS 161 Immigration and the New Multiethnic Societies: From the Italian-American Experience to the Multicultural Italy of Today

The first part of this course traces the history of emigration from Italy to the United States. Students will read historical, literary and sociological texts, and study the representation of Italian Americans in movies and on television. The second part of the course studies contemporary Italy. In the last twenty years, Italy has become a country of immigration. Questions of race, ethnicity, color, religion, gender, language and nationality are at the center of the formation of a new Italian identity. Some immigrants are starting to express their opinions on these issues. We will read some of their writings and compare them to the writings of Italian Americans. Are there experiences shared by all immigrants across the boundaries of time and culture? Can past migrations teach us something about stereotypes and intolerance? Do globalization and modern society, along with technological advances in communication, change the immigrant experience? Enrollment limited to 16 first-year students. WI **{L/H/S}** 4 credits

Giovanna Bellesia (Italian)

Offered Fall 2011

205 Savoring Italy: Recipes and Thoughts on Italian Cuisine and Culture

The course will examine Italy's varied geography, history and artistic tradition to further appreciate Italy's rich, delicious, yet simple cuisine. In our travels, we will move from the *caffe* to the *pizzeria*, to the *trattoria*, to the *pasticciera*, to the *enoteca* to probe the cultural impact Italian cuisine has on promoting a holistic philosophy for eating/drinking/speaking best reflected by the now renowned Italian "slow food" movement.

Taught in English. Graded S/U only. **{L}** 2 credits
Giovanna Bellesi, Members of the department

Offered each Spring

250 Survey of Italian Literature I

Prerequisite for students applying for Study Abroad in Florence. Reading of outstanding works and consideration of their cultural and social backgrounds from the Middle Ages to the Renaissance. One class a week is dedicated to linguistic preparation of the text studied. Prerequisite: ITL 220, and/or 230 and /or 231 or permission of the instructor. Course may not be taken S/U.

{L/F} 4 credits

Alfonso Procaccini

Offered each Spring

251 Survey of Italian Literature II

A continuation of ITL 250, concentrating on representative literary works from the High Renaissance to the Modern period. Normally to be taken during junior year in Florence. May be taken in Northampton as a Special Studies with the permission of the chair of the department. Prerequisite: ITL 250 or permission of the chair. Course may not be taken S/U.

252 ITALY: "La Dolce Vita"

We will look at Italy's rich cultural history, thus examining its illustrious artistic tradition as well as some of the reasons why Italy has achieved over the centuries the recognition and the mystique of cultivating a philosophy of living best expressed by the title of Fellini's classic film, *La dolce vita*. The class will follow a lecture/discussion format: invited Smith faculty members from other departments will join the class to share their passion and specialized knowledge of Italian culture. Required work includes weekly readings, oral presentation in class and regular film viewings. Knowledge of Italian is recommended but not required. Conducted in English. **{L}** 4 credits

Alfonso Procaccini

Offered each Fall

332 Dante: *Divina Commedia*—*Inferno*

Detailed study of Dante's *Inferno* in the context of his other works. Conducted in Italian. **{L/F}** 4 credits

Alfonso Procaccini

Offered Fall 2011

334 Boccaccio: *Decameron*

An in-depth thematic study of Boccaccio's literary masterpiece, *Decameron*, including its style, structure and historical context. Particular attention will be devoted to Boccaccio's singular interest in how imagination effectively combats the various constraints and even tragic aspects of life, such as the plague or certain forms of social, political and psychological oppression. In what way does Boccaccio's *novelle* provide every reader the same "*diletto e utile consiglio*" that he was so intent on offering his gracious ladies? Conducted in Italian. Open only to senior Italian majors or by permission of the instructor. **{L/F}** 4 credits

Alfonso Procaccini

Offered Spring 2012

344 Senior Seminar: Italian Women Writers

Topic: Women in Italian Society: Yesterday, Today and Tomorrow. This course provides an in-depth look at the changing role of women in Italian society. Authors studied include Sibilla Aleramo, Natalia Ginzburg, Dacia Maraini and Elena Ferrante. A portion of the course is dedicated to the new multicultural and multiethnic Italian reality, with a selection of texts written during the last 10 to 15 years by contemporary women immigrants. Limited enrollment; permission of the instructor required. Conducted in Italian. **{L}** 4 credits

Giovanna Bellesia

Offered Fall 2011

Cross-Listed Courses

None for 2011–12.

400 Special Studies

For qualified juniors and senior majors only. Admission by permission of the instructor.

1 to 4 credits

Members of the department

Offered both semesters each year

404 Special Studies

By permission of the chair, for senior majors.

4 credits

Members of the department

Offered both semesters each year

408d Special Studies

By permission of the chair, for senior majors.

8 credits

Members of the department

Full-year course; Offered each year

The Major in Italian Language and Literature and Italian Studies

Advisers: Giovanna Bellesia, Alfonso Procaccini

Advisers for Study Abroad: Giovanna Bellesia, Alfonso Procaccini

Basis: ITL 110y or ITL 111, ITL 220 or ITL 230 (or permission of the department).

Requirements: The basis, plus 10 semester courses.

The following courses are compulsory for majors attending the Study Abroad in Florence:
Sophomore year—Spring: 250, Study Abroad—Survey 2 ITL 251, Stylistics 240.

The following courses are compulsory for majors not attending the Study Abroad in Florence: 250, 231, 251

All majors in Italian language and literature must attend 332 and 334 (Dante and Baccaccio) and a senior seminar in Italian during their senior year. No course counting for the major can be taken S/U.

The rest of the courses can be chosen among the following: 334, 338, 340, 342, 343, 344, 346, 348, 404, 408d, 430d, CLT 305, CLT 355. (All written work in the CLT courses and in the courses taught in English must be done in Italian to be accepted for the Italian major.)

Courses taken during the Study Abroad in Florence will be numbered differently and will be considered as equivalent to those offered on the Smith campus, subject to the discretion of the department.

Students considering graduate school in Italian language and literature are encouraged to take CLT 300.

The Major in Italian Studies

Advisers: Giovanna Bellesia, Alfonso Procaccini

Basis: ITL 110y or ITL 111, ITL 220 or ITL 230.

Italian studies majors are expected to achieve competence in both written and spoken Italian. Participation in the Study Abroad in Florence is not required, but it is strongly recommended.

Requirements: The basis plus 10 semester courses, which include:

240 Stylistics (offered only in Florence)

250 and 251

Three (non-language) courses taken in the Italian department on campus or during the Study Abroad in Florence. Courses in Florence must be approved by the chair of the Italian department to count toward the major in Italian studies. All courses taught by Italian faculty members outside the Italian department will also fulfill the requirement (for instance CLT 305 or CLT 204) when all written work is done in Italian. Independent studies and honors theses may count as part of this category.

Three courses in other Smith departments/programs or at the University of Florence. These courses will be chosen in accordance with the interests of the student and with the approval of the Italian department adviser. No course counting for the major can be taken S/U.

Relevant departments include but are not limited to: American Studies, Archeology, Art History, Comparative Literature, Classics, Education, Film Studies, Government, History, History of Science, International Relations, Linguistics, Music, Philosophy, Religion, Sociology.

One senior literature seminar (all work done in Italian).
One semester of 332 or 334 (Dante or Boccaccio). All work must be done in Italian.

The Minor in Italian Language and Literature

Advisers: Giovanna Bellesia, Alfonso Procaccini

A minor in Italian offers the student the opportunity to acquire the basic skills and a reasonable knowledge of the Italian language as well as an overview of the history of Italian literature and culture. Furthermore, it offers the possibility for students returning from study abroad to continue with Italian on a limited program. If a student does not wish to major in Italian, a minor would grant her the opportunity of official recognition for the courses taken.

Basis: ITL 110y, ITL 220 or ITL 230 or permission of the department.

Required: Six semester courses including the following: 231 and 250. Choice of two from two different periods.

including: 251, 332, 334, 338, 340, 342, 343, 344, 346, 348, 404. At least one 300-level course, in Italian, must be taken during senior year.

Courses taken during the Study Abroad in Florence will be numbered differently and will be considered as equivalent to those offered on the Smith campus, subject to the discretion of the department.

Honors in Italian Language and Literature

Director: Giovanna Bellesia

ITL 430d Honors Project

8 credits

Full-year course; Offered each year

Honors in Italian Studies

ITS 430d Honors Project

8 credits

Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Graduate

Advisers: Alfonso Procaccini, Giovanna Bellesia

An excellent knowledge of both written and spoken Italian is a prerequisite for the program. Candidates spend their first year in Florence, enrolled at the University of Florence and at the Smith Center. Required minimum of 32 credits. The thesis is written during the second year, on campus, under the direction of a member of the department.

550d Research and Thesis

8 credits

Full-year course; Offered each year

Jewish Studies

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Justin Cammy, Ph.D., Associate Professor of Jewish Studies

Jewish Studies Advisory Committee

Ernest Benz, Associate Professor of History

Justin Cammy, Associate Professor of Jewish Studies,

Director

¹² Lois Dubin, Professor of Religion

Joel Kaminsky, Professor of Religion

Ellen W. Kaplan, Professor of Theatre

^{**1} Jocelyne Kolb, Professor of German Studies

The Program in Jewish Studies fosters the interdisciplinary study of Jewish civilization from ancient times until today. Students take courses in the program, as well as offerings from other departments at Smith and in the Five Colleges in Jewish literature, history, politics, religion and culture.

Students who wish to pursue advanced work in Jewish studies should begin learning Hebrew as soon as possible. Completion of JUD 100y or equivalent is required before beginning a semester of study in Israel.

Basis

125/REL 225 Jewish Civilization

An introduction to Jewish civilization from a variety of perspectives (religion, history, politics, philosophy, literature and culture). Consideration of core ideas, texts, and practices that have animated Jews and Judaism from antiquity to the present, with attention to both classical and modern formulations. Focuses on dynamics of cultural transmission and re-invention among Jewish communities in diverse settings. **{H/L}** 4 credits

Joel Kaminsky

Offered Spring 2012

Language

100y Elementary Modern Hebrew

A yearlong introduction to modern Hebrew, with a focus on equal development of the four language skills: reading, writing, speaking and listening. Study of Israeli song, film and short texts amplifies acquisition of vocabulary and grammar. By the end of the year, students

will be able to comprehend short and adapted literary and journalistic texts, describe themselves and their environment, express their thoughts and opinions, and participate in classroom discussions. No previous knowledge of Hebrew language is necessary. Enrollment limited to 18. **{F}** 10 credits

To be announced

Full-year course; Offered 2011–12

110j Elementary Yiddish

An introduction to Yiddish language in its cultural context. The course is divided into three parts: language study; a colloquium on the cultural history of Yiddish; and service internship with the Yiddish Book Center, the largest depository of Yiddish books in the world. All classes taught on site at the Yiddish Book Center, on the campus of Hampshire College. In order to receive foreign language Latin Honors credit, students must complete an additional semester of Yiddish through Special Studies, within the Five Colleges, or through approved course work elsewhere. Smith enrollment limited to 10; admission by permission of the instructor. **{H/F}** 4 credits

Course Coordinators: Justin Cammy (Smith College), *Rachel Rubinstein* (Hampshire College), staff of the Yiddish Book Center.

Offered Interterm 2012

200 Intermediate Modern Hebrew

Continuation of JUD 100y. Emphasizes skills necessary for proficiency in reading, writing and conversational Hebrew. Transitions from simple Hebrew to more col-

loquial and literary forms of language. Elaborates and presents new grammatical concepts and vocabulary through texts about Israeli popular culture and everyday life, newspapers, films, music and readings from Hebrew short stories and poetry. Prerequisite: one year of college Hebrew or equivalent, or permission of the instructor. Enrollment limited to 18. Offered at Smith in alternate years. In fall 2011, Intermediate Modern Hebrew is offered at Smith College. **[F]** 4 credits
Member of the department
 Offered Fall 2011

Additional opportunities for the study of modern or biblical Hebrew may be available through special studies at Smith, within the Five College consortium, or through summer study abroad. Please consult the Jewish studies Web site for an up-to-date list.

In 2012–13, Yiddish will be offered during the fall and spring semesters at Hampshire College in partnership with the Yiddish Book Center. Special Studies in Yiddish may be available by contacting Justin Cammy.

Classical Texts

REL 162 Introduction to the Bible

Joel Kaminsky

Offered Fall 2011

REL 213 Prophecy in Ancient Israel

Joel Kaminsky

Offered Spring 2012

History and Thought

287 The Holocaust

The history of the Final Solution, from the role of European anti-Semitism and the origins of Nazi ideology to the implementation of a systematic program to annihilate European Jewry. How did Hitler establish a genocidal regime? How did Jews physically, culturally and theologically respond to this persecution? Enrollment limit of 40. (E) **[H]** 4 credits

Justin Cammy (Jewish Studies), Ernest Benz (History)

Offered Fall 2011

REL 221 Jewish Spirituality: Philosophers and Mystics

Lois Dubin

Offered Fall 2011

REL 223 Jews and Modernity: Europe and Beyond

Lois Dubin

Offered Spring 2012

Literature and the Arts

FYS 186 Israel: Texts and Contexts

Explores the relationship between Zionism as the political movement that established the State of Israel and Zionism as an aesthetic and cultural revolution that sought to reinvent the modern Jew. What were the roles of literary and visual culture in the construction of Israel's founding myths and interpretations of its present realities? Focuses on efforts to negotiate the relationship between sacred and secular space; exile and homeland; the revival of Hebrew as a living language; Jews and Arabs; and Israel's founding ideals as a democratic and Jewish state. Includes consideration of prose, poetry, graphic novel, art and film. Intended for students interested in Middle East Studies, Comparative Literature or the relationship between literature and politics. Enrollment limited to 16 first-year students. WI **[L]** 4 credits

Justin Cammy (Jewish Studies and Comparative Literature)

Offered Fall 2011

GLT 277 Modern Jewish Fiction

Explores relationships between language and identity, the homeless imagination and imagined homecomings, modernist experimentation and the crisis of the modern, the particularity of national experience, and the universality of the Jew. Readings from modern masters of the novel and short story, including folktales by Hasidic mystics (Hebrew and Yiddish); Kafka's narratives of alienation (German); Isaac Babel's modernist stories of Revolution (Russian); Bashevis Singer's demons and sexual transgressors (Yiddish); and the magic realism of Bruno Schulz (Polish) and Nobel laureate Agnon (Hebrew). Can we really speak of a modern Jewish canon, given that it lacks the central markers that have distinguished other national literatures? All readings in translation; open to students at all levels. **[L]** 4 credits

Justin Cammy

Offered Spring 2012

362 Seminar in Jewish Literature and Culture

Topic: Yiddish Film. A historical survey of the Yiddish cinema, from its origins in Eastern Europe and the Soviet Union to the creation of a major non-English

language film industry in the United States during the 1930s. Topics include cinematic adaptations of Yiddish fiction and drama; performance of folklore and tradition: film as a medium for social criticism and radical politics; the immigrant experience; Hollywood's postwar portrayals of lost Yiddish worlds (*Fiddler on the Roof*; *Yentl*; *Hester Street*); and recent attempts to resuscitate the tradition of Yiddish on film (Eleanor Antin's experimental art film *The Man Without a World*; the Coen brothers' introduction to *A Serious Man*; *Romeo and Juliet in Yiddish*). How has Yiddish film figured as part of a broader effort to imagine secular Jewish culture?

{A/L} 4 credits
Justin Cammy
Offered Spring 2012

SPN 246 Life Stories by Latin American Jewish Writers
Silvia Berger
Offered Spring 2012

Special Studies

400 Special Studies
1 to 4 credits
Offered both semesters each year

The Major

Advisers: Ernest Benz, Justin Cammy, Lois Dubin, Joel Kaminsky, Ellen Kaplan, Jocelyne Kolb

The major in Jewish studies comprises 12 semester courses.

A. Requirements

1. **Basis:** JUD 125 (formerly 225) Jewish Civilization, normally taken in a student's first or second year.
2. **Language:** JUD 100y Elementary Modern Hebrew, counting as two semester courses. Students who arrive at Smith with the equivalent of a year of college-level Hebrew may petition for exemption from this requirement; in such cases, they are strongly encouraged to continue their study of Hebrew language.

B. Breadth

One course in each of the following:

1. Classical Texts
2. History and Thought
3. Literature and the Arts

Students can expect advisers to work closely with them to select electives that cover the chronological sweep of Jewish civilization.

C. Concentration

Three courses on a unifying theme, period, geographic area or body of literature. A student defines her concentration in consultation with her adviser. No more than one 100-level course may count toward the concentration. One course taken in fulfillment of the breadth requirement may count toward the concentration.

D. Seminar or Advanced Special Studies

One seminar from the program's approved list of courses (for example, JUD 362, REL 310, REL 320, GOV 323) or a research-intensive JUD 400 Special Studies.

E. Electives

In choosing elective courses within the major, students should keep in mind the following:

Jewish studies highly values the study of language. Although JUD 100y is the minimum requirement for the major, the Program strongly encourages students to continue study of Hebrew, and to do so at Smith, when appropriate courses are available: JUD 200 (Intermediate Modern Hebrew); special studies in language. A student may continue her study of Hebrew, or of another Jewish language (such as Yiddish), within the Five-College Consortium or at an approved program elsewhere.

With the approval of her adviser, a student may count up to two Smith College courses that are not part of the approved list of Jewish studies courses toward the major as electives when such courses offer a broader comparative framework for Jewish studies. In such cases, a student writes at least one of her assignments for the course on a Jewish studies topic. Such courses do not count toward the breadth or concentration requirement.

F. Courses Elsewhere

Courses in the Five College Consortium, in Study Abroad Programs or in other approved programs for study away may count toward the major. A student's petition to count such a course must be approved by the major adviser and the Jewish studies program after the course has been completed.

G. Additional Guidelines

1. No course counting toward the major may be taken for an S/U grade.
2. Normally, at least seven of the courses toward the major shall be taken at Smith College.
3. No more than two courses at the 100 level, other than JUD 100y, may count toward the major.
4. In order to support the interdisciplinary nature of a major in Jewish studies, normally no more than seven of a student's courses shall be from the same academic department.

Honors

Director: Lois Dubin

430d Honors Project

Full-year course; Offered each year

Requirements for the Honors major: Twelve semester-courses, with JUD 430d counting for two of them. The thesis is written during the two semesters of a student's senior year, and is followed by an oral examination.

To be admitted to the Honors Program, a student must have a 3.4 cumulative GPA through the junior year, demonstrate an ability to do independent work, and have her thesis approved by the program by the requisite deadline.

For honors guidelines, please consult the Jewish studies Web site at www.smith.edu/jud/honors.html.

The Minor

Advisers: Same as those listed for the major

Students contemplating a minor in Jewish studies should see an adviser as early as possible to develop a minor course program.

Requirements

A total of five courses:

1. JUD 125, the basis of the minor;
2. Four additional courses distributed over at least three of the areas of Jewish studies (Language, Classical Texts, History and Thought, Literature and the Arts). Normally, a student electing to minor in Jewish studies will take at least three courses toward the minor at Smith. The yearlong 100y counts as one course toward the minor.

Study Abroad

The program encourages international study as a way to enhance knowledge of Jewish history, experience and languages. The completion of 100y or equivalent is required before beginning a semester of study in Israel. Students interested in Jewish studies abroad, including summer study of Hebrew or Yiddish, should consult the adviser for study away. A list of approved programs in Israel, Europe, Australia and the Americas is available on the program Web site at www.smith.edu/jud.

Adviser for Study Away: Justin Cammy

Smith courses counting toward the Jewish Studies major and minor

I. Basis

JUD 125/REL 225 Jewish Civilization (formerly JUD 225)

II. Language

JUD 100y Elementary Modern Hebrew
JUD 110j Elementary Yiddish
JUD 200 Intermediate Modern Hebrew

III. Classical Texts

REL 162 Introduction to the Bible I
REL 211 Wisdom Literature and Other Books from the Writings
REL 213 Prophecy in Ancient Israel

- REL 216 Archaeology and the Bible
- REL 230 Reading the Bible Through Rabbinic Eyes
- REL 310 Sibling Rivalries: Israel and the Other
- REL 310 Judges

IV. History and Thought

- FYS 163 The Holy Land
- GOV 229 Government and Politics of Israel
- GOV 248 The Arab-Israeli Dispute
- GOV 323 Warring for Heaven and Earth: Jewish and Muslim Political Activism in the Middle East
- HST 350 Histories of the Holocaust
- JUD 284 The Jews of Eastern Europe, 1750–1945
- REL 221 Jewish Spirituality: Philosophers and Mystics
- REL 223 Jews and Modernity: Europe and Beyond (formerly the Modern Jewish Experience)
- REL 227 Judaism/Feminism/Women's Spirituality
- REL 320 Tying and Untying the Knot: Women, Marriage and Divorce
- REL 320 Jewish Women's History

V. Literature and the Arts

- CLT 218 Holocaust Literature
- CLT 275 Israeli Literature and Film
- CLT 277 Modern Jewish Fiction
- ENG 230/JUD 258 American Jewish Literature
- FYS 186 Israel: Texts and Contexts
- GER 230 Nazi Cinema
- GER 241 Jews in German Culture
- JUD 257 Jewish Writers in Modernist Berlin
- JUD 260 Yiddish Literature and Culture
- JUD 362 Punchline: The Jewish Comic Tradition
- JUD 362 Seminar in Jewish Studies: *Topic: Yiddish Film*
- SPN 246 Life Stories by Latin American Jewish Writers
- THE 220 Homelands: Mythmaking, Representation and Debate in Israeli Drama
- THE 241 Staging the Jew

The following are examples of courses that touch on Jewish studies and that may count as an elective toward the major with the prior approval of an adviser. Students must write one of their assignments for such courses on an appropriate Jewish studies topic. Please consult the offerings of other programs and departments and an adviser for additional possibilities.

- FYS 106 Women and Religion
- FYS 174 The Muslim World in the Age of the Crusades
- GER 248 Laboratories of Modernity, 1800–1900
- HST 203 Alexander the Great and the Hellenistic World
- HST 205 The Roman Empire
- HST 208 The Making of the Modern Middle East
- HST 227 Outcasts: Minorities in Medieval Society
- HST 228 Medieval Peripheries
- HST 243 Reconstructing Historical Communities
- HST 246 Memory and History
- HST 255 20th-Century European Thought
- REL 105 Introduction to World Religions
- REL 215 Introduction to the Bible II
- SPN 332 The Middle Ages Today

Landscape Studies

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

^{**1} Ann Leone, Ph.D., Professor of French Studies and Landscape Studies, *Director*
Nina Antonetti, Ph.D., Assistant Professor in Landscape Studies
Reid Bertone-Johnson, Ed.M., M.L.A., Lecturer in Landscape Studies

Associated Faculty

^{**1} Dean Flower, Ph.D., Professor of English Language and Literature
Barbara Kellum, Ph.D., Professor of Art

^{**1} Michael Marcotrigiano, Ph.D., Professor of Biological Science and Director of the Botanic Garden
Andrew Guswa, Ph.D. Associate Professor of Engineering
^{**2} James Middlebrook, M.Arch., Assistant Professor of Art
Douglas Patey, Ph.D., Professor of English Language and Literature
^{**2} Jesse Bellemare, Ph.D., Assistant Professor of Biological Sciences
Susannah Howe, Ph.D., Director of the Design Clinic and Senior Lecturer in Engineering

LSS 100 Issues in Landscape Studies

Through readings and a series of lectures by Smith faculty and guests, we will examine the history and influences out of which landscape studies is emerging. We will look at the relationship of this new field with literary and cultural studies, art, art history, landscape architecture, history, biology and environmental sciences. What is landscape studies? Where does it come from? Why is it important? How does it relate to, for instance, landscape painting and city planning? How does it link political and aesthetic agendas? What is its role in current sustainability debates and initiatives among architects, landscape architects, planners and engineers? Students may take this course twice for credit. S/U only. **{H/S/A}** 2 credits

Director, Nina Antonetti; Co-director, Reid Bertone-Johnson

Offered Spring 2012

LSS 105 Introduction to Landscape Studies

Landscape studies is a burgeoning field at Smith College and is the first program of its kind at a liberal arts college in this country. This introductory course will be a chronological and thematic exploration of the issues that define the evolving field of landscape studies and the study of the built environment. How have landscape architects; horticulturists; engineers; and

urban, regional, and environmental planners reshaped the spaces in which we live? What stewardship is needed for us to be both inspired and sustained by the world around us? Topics from around the globe will range from ancient to contemporary, scientific to artistic, cultural to political and theoretical to practical. Priority given to first years, sophomores and LSS minors. Enrollment limited to 30. **{H/S/A}** 4 credits

Nina Antonetti

Offered Fall 2011

LSS 200 Socialized Landscapes: Private Squalor and Public Affluence

Certain landscapes begin to dissolve economic, political, social and cultural constructs to foster diversity on common ground. This course will trace the development of these socialized landscapes, specifically in Europe and North America in the last two centuries, as places of reform, respite and refuge. Focusing on a series of case studies, we will characterize what makes a place a socialized landscape, identify how it improves its community, and consider how a local space might be transformed into a socialized landscape. Prerequisite: LSS 100 or 105 or permission of the instructor. Enrollment limited to 20. **{H/S/A}** 4 credits

Nina Antonetti

Offered Spring 2012

LSS 220 Activism by Design

Landscapes have been settled, conquered, threatened and reclaimed throughout world history. How have indigenous people overcome such devastation as colonialism, industrialism, poverty, and climate change to boast pilot programs in landscape architecture, conservation and agriculture? Case studies of resilience and ingenuity include the botanic gardens in the West Indies, national parks in Costa Rica, agritourism in Tuscany, sustainable design in the Northwest Territories, and open space in Oakland, California. Can comprehensive analysis of these individual solutions offer *glocal* templates? Prerequisites: LSS 100 or LSS 105 or by permission of the instructor. Enrollment limited to 20. (E) **(H/S/A)** 4 credits
Not offered 2011–12

LSS 250 Studio: Landscape and Narrative

Landscapes guide their use and reveal their past. This landscape design studio asks students to consider the landscape as a location of evolving cultural and ecological patterns, processes and histories. Students work through a series of site-specific projects that engage with the narrative potential of landscape and critically consider the environment as socially and culturally constructed. A variety of media are used in the design process, including drawing, model-making, collage and photography. Prerequisite: permission of the instructor. Priority given to LSS minors and ARCH majors. Enrollment limited to 12. **(A/S)** 4 credits

Reid Bertone-Johnson

Offered Fall 2011

LSS 255 Art and Ecology

Environmental designers are in the unique and challenging position of bridging the science of ecology and the art of place-making. This landscape design studio emphasizes the dual necessity for solutions to ecological problems that are artfully designed and artistic expressions that reveal ecological processes. Beginning with readings, precedent studies and in-depth site analysis, students will design a series of projects that explore the potential for melding art and ecology. Prerequisite: permission of the instructor. Enrollment limited to 12. **(A/S)** 4 credits

Reid Bertone-Johnson

Offered Spring 2012

LSS 300 Rethinking Landscape

This capstone course in the study of the built environment brings history and theory alive for those students with expertise in such diverse fields as art, architecture, American studies, engineering and the natural sciences. An interdisciplinary approach is taken to read a landscape for its invisibles, from its geological origins to its social implications. To what degree has a landscape been shaped by its physical circumstances, designers and inhabitants? How does it reflect its cultural heritage and project biased meanings? How can landscape literacy enable a closer reading of the past in order to build a better future? Independent work, class discussion and public speaking are emphasized. By permission of the instructor. Priority given to LSS minors and seniors and juniors. Enrollment limited to 12. **(H/S/A)** 4 credits

Nina Antonetti

Offered Spring 2012

389/ARS 389 Broad-Scale Design and Planning Studio

This class is intended for students who have taken introductory landscape studios and are interested in exploring more sophisticated projects. It is also for architecture plus urbanism majors who have a strong interest in landscape architecture or urban design. In a design studio format, students will analyze and propose interventions for the built environment on a broad scale, considering multiple factors (including ecological, economic, political, sociological and historical) in their engagement of the site. The majority of the semester will be spent working on one complex project. Students will use digital tools as well as traditional design media and physical model-building within a liberal arts–based conceptual studio that encourages extensive research and in-depth theoretic inquiry. Prerequisite: permission of instructor. Previous studio experience and two architecture and /or landscape studies courses suggested. Priority given to LSS minors and ARCH majors. Enrollment limited to 12 **(A)** (Q)
Reid Bertone-Johnson. To be announced
Not offered 2011–12

LSS 400 Special Studies

Admission by permission of the instructor and director, normally for senior minors. Advanced study and research in fields related to landscape studies. May be taken in conjunction with 300 or as an extension of

design work begun during or after a landscape studies or architecture studio. 1–4 credits

Nina Antonetti, Reid Bertone-Johnson, Ann Leone

Offered both semesters each year

Cross-Listed Courses

ARS 283 Introduction to Architecture: Site and Space

The primary goal of this studio is to engage in the architectural design process as a mode of discovery and investigation. Design is a process of discovery based on personal experience, the joy of exploration, and a spirited intuition. Gaining skills in graphic communication and model making, students will produce projects to illustrate their ideas and observations in response to challenging questions about the art and craft of space-making. Overall, this course will ask students to take risks, intellectually and creatively, fostering a keener sensitivity to the built environment as something considered, manipulated and made. Prerequisite: one college-level art history, architectural history, landscape studies or architectural design studio course. A required fee of \$135 to cover group-supplied materials or printing will be charged at the time of registration. Students will be responsible for directly purchasing any additional supplies that may be required. Enrollment limited to 24. **[A]** 4 credits

James Middlebrook

Offered Fall 2011

ARS 285 Introduction to Architecture: Language and Craft

The primary goal of this studio is to gain insight into the representation of architectural space and form as a crafted place or object. Students will gain skills in graphic communication and model making, working in multiple media, including digital modeling. We will look at the architecture of the past and present for guidance and imagine the future through conceptual models and drawings. Overall, this course will ask students to take risks, intellectually and creatively, fostering a keener sensitivity to the built environment as something considered, manipulated and made. Prerequisite: one college-level art history, architectural history, landscape studies or architectural design studio course. Enrollment limited to 24. A required fee of \$135 to cover group supplied materials and/or printing will be charged at the time of registration. Students will be

responsible for directly purchasing any additional supplies that may be required. **[A]** 4 credits

James Middlebrook

Offered Spring 2012

ARS 386 Topics in Architecture

This course will explore a rotating selection of themes in the built environment, with strong emphasis on interdisciplinary work. Topics may include context, historical factors, urban design and planning, architectural theory and practice, material culture methods or other themes. Prerequisites: ARS 283, 285, (or equivalent LSS studio) and two art history courses or permission of the instructor. Enrollment limited to 12. A required fee of \$75 to cover group supplied materials or printing will be charged at the time of registration. Students will be responsible for directly purchasing any additional supplies that may be required. **[A]** 4 credits

James Middlebrook

Offered Fall 2011

ARS 388 Advanced Architecture: Complex Places, Multiple Spaces

This course considers architecture as a socially constructed place. We will examine how to analyze and intervene within the built environment. A final project, involving the manipulation/examination/interpretation of place and space through modeling and graphic communication or a multimedia research project will be required. Prerequisites: ARS 283, 285 and two art history courses or permission of the instructor. Enrollment limited to 12. A required fee of \$75 to cover group-supplied materials or printing will be charged at the time of registration. Students will be responsible for directly purchasing any additional supplies that may be required. **[A]** 4 credits

James Middlebrook

Offered Spring 2012

Landscape Studies— Related Courses

(Refer to Landscape Studies Web site for additional related courses. Many Five College courses may count, as well. Before including any of these courses in your LSS minor, please confer with your LSS adviser.)

AMS 302 Seminar: The Material Culture of New England, 1630–1860

Offered Spring 2011, Spring 2012

ARH 101 Home as a Work of Art

Offered Spring 2012

ARS 162 Introduction to Digital Media

Offered Fall 2011, Spring 2012

CLT 274 The Garden: Paradise and Battlefield

Offered Fall 2011

ECO 224 Environmental Economics

Offered Spring 2012

ENV 311 Environmental Integration III: Interpreting and Communicating Information

Offered Spring 2012

FYS 100 Food for Thought

Offered Fall 2011

GEO 101 Introduction to Earth Processes and Earth History

Offered Fall 2011, Fall 2012

GEO 102 Exploring the Local Geologic Landscape

Offered Fall 2012

GEO 150/ENV 150 Modeling Our World: An Introduction to Geographic Information Systems

Offered Fall 2011

The Minor in Landscape Studies

Adviser: Ann Leone

Graduate Advisers: Nina Antonetti, Reid Bertone-Johnson, Ann Leone

The minor consists of six courses, to be chosen in consultation with an LSS adviser. One course should normally be at the 300 level.

Requirements for all minors include:

1. A one-semester introductory course: LSS 105
2. One other LSS course: LSS 200, 210, 220 (colloquia), 300 or LSS 100 taken twice
3. BIO 120 and 121 (Landscape Plants and Issues, plus lab) or BIO 122 and 123 (Horticulture plus lab)

We do not require a studio course in LSS or ARS, although we strongly recommend at least two studios for any student considering graduate studies in landscape-related fields.

Students will select three other courses from the list of related courses (see our Web site) in consultation with the minor adviser. We encourage you to concentrate these three courses in one of the following areas:

- Landscape design, history and theory (examples: LSS 250, 255 and LSS 300, related courses in art history and literature)
- Land use and development (examples: environmental science and policy, engineering, urban studies, sociology, studio courses)
- Horticulture and plant biology

Latin American and Latino/a Studies

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Advisers and Members of the Latin American and Latino/a Studies Committee

^{**1} Fernando Armstrong-Fumero, Assistant Professor of Anthropology

^{†1} Susan C. Bourque, Professor of Government
Ginetta Candelario, Associate Professor of Sociology
and of Latin American and Latino/a Studies

Velma García, Associate Professor of Government,
Director

María Estela Harrette, Professor of Spanish and Portuguese

Marguerite Itamar Harrison, Associate Professor of Spanish and Portuguese

Michelle Joffroy, Associate Professor of Spanish and Portuguese

Marina Kaplan, Associate Professor Emerita of Spanish and Portuguese and of Latin American and Latino/a Studies

^{**2} Elizabeth A. Klarich, Assistant Professor of Anthropology

Gary Lehring, Associate Professor of Government

^{*1} Dana Leibsohn, Associate Professor of Art

^{†1} Malcolm McNee, Assistant Professor of Spanish and Portuguese

Nola Reinhardt, Professor of Economics

Maria Helena Rueda, Assistant Professor of Spanish and Portuguese

^{†2} Nancy Saporta Sternbach, Professor of Spanish and Portuguese

^{**2} Lester Tome, Assistant Professor of Dance

^{**2} Ann Zulawski, Professor of History and of Latin American and Latino/a Studies

LAS 201 Colloquium in Latin American and Latino/a Studies

Topic: Visualizing the Andes: Histories of Collecting and Display From the Colonial Period to the Present.

This colloquium focuses on visual and performative expressions of "Andeanness" from the colonial period through the present day. It traces the modalities of culture, power, and representation in the framing of Andean pasts and presents. We begin with 16th-century paintings and objects destined for Iberian audiences, examining how Inca histories were made visible through Europeanized pictorial languages. The colloquium also explores representations of festivals and processions as displays of Andean civic identity that were reinscribed through the act of performance. We then move to 19th-century travel narratives of Europeans in South America and portraits of high-society Cuzqueños and Limeños to witness the trajectories of external perceptions and elite self-fashioning in the post-independence Andes. The final section of the course focuses on the politics

of marketing Andeanness to contemporary audiences through museum displays, folkloric performances and tourism. Readings will be drawn from an array of disciplines, including art history/visual culture studies, anthropology and cultural studies. **{H}** 4 credits

Ananda Cohen Suarez

Offered Fall 2011

Topic: "The Bronze Screen": Performing Latina/o on Film and in Literature.

This course examines the representation of Latinas/os in contemporary film contrasted with contemporary Latina/o literature. One of our efforts will be to learn to cast a critical eye on those performances and the stereotypes portrayed in them and to articulate those experiences in written work. We will examine the special circumstances of each of the three main Latino groups, as well as contrast the dominant culture's portrayal of Latinas/os with their own self-representation both in literature and film. Questions of ethnicity, class, political participation, privilege and gender will also inform

our readings and viewings. Class discussions will be in English, but bilingualism will be encouraged throughout the course. **(L/A)** 4 credits

Nancy Saporta Sternbach

Offered Spring 2012

Topic: Negotiating the Borderlands: Text, Film, Music

Its centrality in cultural theories about post-national spaces has transformed the contact zone of the U.S.-Mexico borderlands into a provocative object of study. On one hand, "la frontera" has become a dynamic theoretical abstraction, a metaphorical borderland that in some cases runs the risk of erasing its own geopolitical specificity. On the other hand, critical perspectives that have privileged the U.S. gaze "southward" have often reproduced power relationships constructed on a North-South continuum that reinforce and solidify imperialist practices as well as nationalist discourses (on both sides of the border). In this course, we will study texts, films and music produced in and about the U.S.-Mexico borderlands that negotiate and challenge these issues of representation in the material as well as the "imagined" space of the borderlands. **(L/H/A)** 4 credits

Michelle Joffroy

Offered Fall 2011

LAS 244/SOC 244 Feminisms and Women's Movements: Latin American Women's and Latinas' Pursuit of Social Justice

This course is designed to familiarize students with the history of Latin American and Latina (primarily Chicana) feminist thought and activism. A central goal of the course is to provide an understanding of the relationship between feminist thought, women's movements and local/national contexts and conditions. The writings of Latin American and Latina feminists will comprise the majority of the texts; thus, we are limited to the work of those who write or publish in English. (Students who are proficient in Spanish or Portuguese will have an opportunity to read feminist materials in those languages for their written projects.) Prerequisite: SOC 101, LAS 100 or SWG 150. **(H/S)** 4 credits

Ginetta Candelario

Offered Spring 2012

LAS 260/HST 260 (L) Colonial Latin America, 1492-1821

The development of Latin American society during the period of Spanish and Portuguese rule. Social and cultural change in Native American societies as a result of colonialism. The contributions of Africans, Europeans

and Native Americans to the new multi-ethnic societies that emerged during the three centuries of colonization and resistance. The study of sexuality, gender ideologies and the experiences of women are integral to the course and essential for understanding political power and cultural change in colonial Latin America. Basis for LALS major. **(H)** 4 credits

Ann Zulauski

Offered Fall 2011, Fall 2012

LAS 261/HST 261 (L) National Latin America, 1821 to the Present

A thematic survey of Latin American history focusing on the development of export economies and the consolidation of the state in the 19th century, the growth of political participation by the masses after 1900, and the efforts of Latin Americans to bring social justice and democracy to the region. Basis for the LALS major. **(H)** 4 credits

Joel Wolfe

Offered Spring 2012

LAS 301 Seminar: Topics in Latin America and Latino/a Studies

Topic: Negotiating the Self and Community: Identity in Colonial Latin American Visual Culture

The colonial period in Latin America (circa 1521-1820s) witnessed the formation of one of the most diverse societies in the world. Labor regimes, religious activities, marriage alliances, and commercial contacts engendered by the Spanish colonial enterprise brought Spaniards, Africans, and indigenous peoples into dynamic contact. This cross-fertilization of cultures resulted in the construction of new cultural categories and colonial identities whose reverberations can be felt into the present day. This seminar explores the role that visual culture played in the articulation of identity in Latin America. For the purposes of this seminar, "identity" can be loosely defined as the overlapping allegiances to which one ascribes, whether racial, cultural, gendered, religious or community-based. The visual culture of colonial Latin America can reveal multitudes on the construction of self and community across temporal and geographical contexts. We will explore a variety of colonial Latin American objects and images, including paintings, textiles and material culture. Our discussions of images will be guided by readings on hybridity, coloniality, cross-cultural exchange, and the early modern Atlantic world. **(H/S)** 4 credits

Ananda Cohen Suarez

Offered Fall 2011

Topic: Puerto Rico and Cuba in the "American Century"

Often referred to as "two wings of the same bird," Puerto Rico and Cuba both have roots in Spanish colonialism, slavery and cultures of the African diaspora. Through migration, trade and shared political pursuits, their people were long in contact with each other and participated in a broader pan-Caribbean intellectual and cultural milieu. Cuba and Puerto Rico both have histories of nationalist struggles for independence and complex political and cultural relationships with the United States. This seminar will begin in about 1850 and examine slavery, race, colonialism and independence in both countries. It will then concentrate on the experiences of Puerto Rico and Cuba after 1898, in the "American century," and explore how one became the only socialist country in the Americas and the other a U.S. territory. Our study will be scaffolded by political and social history, and it will use literature, music, film, and analysis of race and gender to understand these two interrelated stories. **{H/S}** 4 credits

Ann Zulauski

Offered Spring 2012

404 Special Studies

4 credits

Offered both semesters each year

The Major in Latin American Studies

This major builds on a basic understanding of the history of Latin America and a developing proficiency in Spanish. (A reading knowledge of Portuguese is also recommended.) Following this, a program of studies is developed that includes courses related to Spanish America or Brazil from the disciplines of anthropology, art, dance, economics, government, history, literature, sociology and theatre.

The S/U grading option is not allowed for courses counting toward the major.

Students choosing to spend the junior year studying in a Latin American country should consult with the appropriate advisers:

Adviser for Study Abroad in Spanish America: Majors should see their academic advisers.

Adviser for Study Abroad in Brazil: Marguerite Harrison, Department of Spanish and Portuguese

Five-Year Option with Georgetown University: Students interested in pursuing graduate studies in LAS have the option of completing an M.A. in Latin American studies at Georgetown University in only one extra year and a summer. Those interested must consult with an LALS adviser during their sophomore year or early in their junior year.

Students primarily interested in Latin American literature may wish to consult the major programs available in the Department of Spanish and Portuguese.

Basis: 260/HST 260 and 261/HST 261.

1. Two courses in Spanish American literature—usually SPN 260 and SPN 261. Advanced language students may replace one of these with a topics course, such as SPN 372 or SPN 373. A reading knowledge of Portuguese or one course related to Brazil is recommended.
2. Six semester courses (at the intermediate or advanced level) dealing with Spanish America and Brazil; at least two of the six must be in the social sciences (anthropology, economics, history, government, sociology); at least one four-credit course must be in the arts (art history, dance, theatre, film); at least two of the six must be at the 300 level.

Approved courses for 2011–12

Anthropology

- 234 Culture, Power and Politics
Offered Fall 2011
- 237 Native South Americans
Offered Spring 2013
- 269 Indigenous Cultures and the State of Mesoamerica
Offered Fall 2012

Art

- 204 Art and Architecture of Ancient Americas
Offered Spring 2012
- 352 Studies in Art History: Colonization and Its
Material Legacies
Offered Spring 2012

Dance

- 377 Advanced Studies in History and Aesthetics
*Topic: Comparative Studies in Latin American
Dance*
To be arranged

Economics

- 211 Economic Development
Offered Spring 2012
- 213 The World Food System
Offered Fall 2011

First-Year Seminars

- 159 What's in a Recipe?
Offered Fall 2011

Government

- 220 Introduction to Comparative Politics
Offered Spring 2013
- 226 Latin American Political Systems
Offered Fall 2011, Fall 2012
- 237 Politics of the U.S./Mexico Border
Offered Spring 2012, Spring 2013
- 307 Seminar in American Government
Topic: Latinos and Politics in the United States
Offered Fall 2012
- 322 Seminar in Comparative Government
Topic: Mexican Politics from 1910–Present
Offered Fall 2011

History

- 260 Colonial Latin America, 1492–1825
Offered Fall 2011, Fall 2012
- 261 National Latin America, 1821 to the Present
Offered Spring 2012
- 263 Continuity and Change in Spanish America and
Brazil
Topic: Latin America and the United States
Offered Spring 2012

- 361 Problems in the History of Spanish America and
Brazil
*Topic: Public Health, Race and Nation in Latin
America, 1850–Present*
Offered Fall 2011

Presidential Seminars

- 317 Fearing Haiti
Offered Fall 2011

Sociology

- 213 Race and National Identity in the United States
Offered Spring 2012
- 214 Sociology of Hispanic Caribbean Communities in
the United States
Not offered 2011–12
- 314 Seminar in Latina/o Identity: Latina/o Racial
Identities in the United States
Not offered 2011–12

Spanish and Portuguese

- POR 220 Topics in Portuguese and Brazilian
Literature and Culture
*Topic: Brazilian Poetry and Performance
Art*
Offered Fall 2011
- POR 221 Topics in Portuguese and Brazilian
Literature and Culture
*Topic: The Brazilian Body: Representing
Women in Brazil's Literature and Culture*
Offered Spring 2012
- POR/SPN280 Latin American Voices in Translation:
Literature from the Margins of Modernity
Offered Spring 2012
- POR 290 Questions of Travel: Narratives of Journeys
and Migrations
Offered Fall 2011
- POR 380 Advanced Literary Studies
Topic: Translating Poetry
Offered Spring 2012
- SPN 230 Topics in Latin American and Peninsular
Literature
Topic: A Transatlantic Search for Identity
Offered Fall 2011
- SPN 230 *Topic: Female Visions of Mexico*
Offered Fall 2011

- SPN 230 *Topic: Central American Poetry of War and Peace*
Offered Spring 2012
- SPN 245 Topics in Latin American and Peninsular Studies
Topic: Latin American Film Today: Global Visions, Local Expressions
Offered Spring 2012
- SPN 246 Topics in Latin American Literature
Topic: Reinterpreting Magical Realism in Literature and Film
Offered Fall 2011
- SPN 246 Topics in Latin American Literature
Topic: Life Stories by Latin American Jewish Writers
Offered Spring 2012
- SPN 246 Topics in Latin American Literature
Topic: Zapatismo Now: Cultural Resistance on the "Other" Border
Offered Spring 2012
- SPN 260 Survey of Latin American Literature I
Offered Fall 2011
- SPN 261 Survey of Latin American Literature II
Offered Spring 2012
- SPN 370 Literary Genres in Latin America:
Violence and Ethics in Latin American Narratives
Offered Fall 2011
- SPN 372 Topics in Latin American and Iberian Studies
Topic: Stages of Conflict: Performing Memory and Change in Spain and Latin America
Offered Fall 2011
- SPN 372 Topics in Latin American and Iberian Studies
Topic: Women, Environmental Justice and Social Action
Offered Spring 2012
- SPN 380 Seminar: Advanced Literary Studies
Topic: Translating Poetry
Offered Spring 2012

The Minor in Latin American Studies

Requirements: Six courses dealing with Latin America, to be selected from anthropology, art, economics, government, history and literature. They must include LAS 260/HST 260, LAS 261/HST 261, and SPN 260 or SPN 261, and at least one course at the 300 level.

The Minor in Latino/a Studies

Requirements: Six courses which must include the following: LAS 260/HST 260 or LAS 261/HST 261, SPN 260 or SPN 261, one other class on Latin America to be chosen from anthropology, art, economics, government, history or literature; and three classes in Latino/a Studies to be chosen from CLT 268, GOV 216, GOV 307, SOC 214, SOC 314 or any other course in LALS, SPN, etc., dealing with Latino/a Studies. At least one of the six courses must be at the 300 level. Students may count one course in Latino/a Studies from another Five College institution toward the minor; students may also substitute a Spanish-language class at the 200 level for SPN 260/SPN 261.

Honors

Director: Fernando Armstrong-Fumero

430d Honors Project

8 credits

Full-year course; Offered each year

431 Honors Project

8 credits

Offered each Fall

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

For Five College Certificate in Latin American Studies, see the description on page 461.

Linguistics

Visiting faculty and some lecturers are generally appointed for a limited term.

Visit www.smith.edu/catalog for current course information.

Jill de Villiers, Professor of Philosophy and Psychology,
Director

Advisers

 Giovanna Bellesia, Professor of Italian
Language and Literature

Nalini Bhushan, Professor of Philosophy

 Craig Davis, Professor of English Language and
Literature

Peter de Villiers, Professor of Psychology

² Jay Garfield, Professor of Philosophy

 Maki Hubbard, Professor of East Asian Languages
and Literatures

^{†2} Lucy Mule, Associate Professor of Education and
Child Study

 Joseph O'Rourke, Professor of Computer Science

^{†2} Thalia Pandiri, Professor of Classical Languages and
Literatures and Comparative Literature

Douglas Patey, Professor of English Language and
Literature

 Fernando Armstrong-Fumero, Assistant Professor of
Anthropology

The Minor

Linguistics is the science of human language: what is common to the languages of the world, and how it can best be described. It addresses questions concerning how languages diversify, and what the connections are among them. It also asks: What do humans know when they know a language? The minor allows students to explore some of these questions, making it a useful conjunction to several majors, for example in a language, or philosophy, education, logic, psychology, computer science, or anthropology. An alternative minor in linguistics and philosophy of language is listed under philosophy.

Requirements: Six courses in linguistics and related fields.

1. Basis: Phi 236 (Linguistics Structures) (or its equivalent at the Five-Colleges e.g. LING 201 at UMass.)
2. Four linguistics-related courses (see list below). One yearlong college course in a foreign language may substitute for one of these four.
3. A seminar (or other advanced work) to be agreed on with the adviser.

Note: The five colleges are rich in linguistics offerings. For more offerings, consult the Five-College catalogue and your adviser.

Courses

Related courses at Smith (Note: some may have prerequisites). Possible seminars are in boldface.

Comparative Literature

CLT 220 *Imagining Language*

Computer Science

FYS 164 *Issues in Artificial Intelligence*

CSC 290 *Introduction to Artificial Intelligence*

East Asian Languages and Literatures

EAL 240 *Japanese Language and Culture*

EAL 360 *Seminar: Topics in East Asian Languages and Literatures: Problems in Japanese Language*

Education

- EDC 210 Literacy in Cross-Cultural Perspective
 EDC 249 Children With Hearing Loss
 EDC 338 Children Learning To Read
 EDC 567 English Language Acquisition and Deafness

English

- ENG 118 Colloquium: The Politics of Language
 ENG 170 The English Language
 ENG 207 The Technology of Reading and Writing
 ENG 210 Old English
 ENG 212 Old Norse
 ENG 214 Medieval Welsh

Italian

- ITL 340 Theory and Practice of Translation

Logic

- LOG 100 Valid and Invalid Reasoning: What Follows
 From What?

or

- LOG 101 Plausible and Implausible Reasoning:
 What Happened? What Will Happen Next?

Philosophy

- PHI 262 Meaning and Truth
 PHI 260 Hermeneutics
 PHI 202 Symbolic Logic
 PHI 203 Topics in Symbolic Logic
 PHI 220 Incompleteness and Inconsistency
 PHI 220 Logic and the Undecidable
 PHI 333 Topics in Advanced Logic
 PHI 334 Seminar: Mind (when topic fits)
 PHI 362 Seminar: Philosophy of Language

Psychology

- PSY150 Methods in Psychology: Language
 PSY/PHI 213 Language Acquisition
 PSY 313 Seminar in Psycholinguistics

Spanish and Portuguese

- SPN 481 The Teaching of Spanish

Logic

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Advisers

^{**2} James Henle, Professor of Mathematics

[†] Jay Garfield, Professor of Philosophy, *Director*

^{*1} Albert Mosley, Professor of Philosophy

In this century, logic has grown into a major discipline with applications to mathematics, philosophy, computer science, linguistics and cognitive science. The goal of the logic minor is to provide students with the tools, techniques, and concepts necessary to appreciate logic and to apply it to other fields.

100 Valid and Invalid Reasoning: What Follows from What?

Formal logic and its application to the evaluation of everyday arguments, the abstract properties of logical systems, the implications of inconsistency. Examples drawn from law, philosophy, economics, literary criticism, political theory, commercials, mathematics, psychology, computer science, off-topic debating and the popular press. Deduction and induction, logical symbolism and operations, paradoxes and puzzles. May not be taken for credit with PHI 202. **(M)** 4 credits

James Henle (*Mathematics*), Jay Garfield (*Philosophy*)

Offered Fall 2011

101 Plausible and Implausible Reasoning: What Happened? What Will Happen Next?

This course is designed for students who are uncomfortable with symbolic systems. It will provide an elementary introduction to the structure and function of propositional and predicate logic. This will include translating ordinary language statements and arguments into symbolic form; using truth tables to calculate truth values and determine the validity of arguments in finite universes; quantification in infinite universes; direct, indirect and conditional proof techniques in propositional and predicate logic. The course will also survey topics in inductive logic involving

probabilistic and statistical reasoning and elements of decision theory. Enrollment limited to 24. **(M)** 4 credits

Albert G. Mosley

Offered Spring 2012

400 Special Studies

1–4 credits

Offered both semesters each year

404 Special Studies

4 credits

Offered both semesters each year

The Minor

Minors in logic, to be designed in consultation with a co-director, will consist of at least 20 credits including:

LOG 100 or PHI 202, but not both

MTH 153 or CSC 250

MTH 217 or PHI 220

Additional courses may be chosen from the following list:

CSC 111	Computer Science I
CSC 250	Foundations of Computer Science
CSC 270	Digital Circuits and Computer Systems
CSC 290	Introduction to Artificial Intelligence
CSC 294	Introduction to Computational Linguistics
LOG 404	Special Studies in Logic
MTH 153	Discrete Mathematics
MTH 217	Mathematical Structures
PHI 203	Topics in Symbolic Logic
PHI 220	Logic and the Undecidable

- PHI 236 Linguistic Structures
PHI 322 Topics in Advanced Logic

Depending on the topic, the courses listed below may also be taken for Logic minor credit:

- CSC 390 Seminar in Artificial Intelligence
MTH 224 Topics in Geometry
MTH 238 Topics in Number Theory
MTH 343 Topics in Mathematical Analysis
MTH 350 Topics in the History of Mathematics
PHI 362 Seminar: Philosophy of Language

There are also courses at Five College institutions that may be acceptable, courses in linguistics and law, for example.

Marine Science and Policy

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Advisers

^{**2} Paulette Peckol, Professor of Biological Sciences,
Co-Director

^{**1} L. David Smith, Professor of Biological Sciences,
Co-Director
Sara Pruss, Assistant Professor of Geology

The marine science and policy minor permits students to pursue interests in coastal and oceanic systems through an integrated sequence of courses in the natural and social sciences.

An introduction to marine science is obtained through completion of the two basis courses. Students then may choose to concentrate their further study principally on the scientific investigation of the oceans or on the policy aspects of ocean conservation, exploitation and management. Students should consult with one of the co-directors as early as possible in the course selection process.

Requirements: Six courses, no more than three of which can be taken at other institutions, including three required courses as follows:
GEO 108 Oceanography; BIO 268 Marine Ecology (BIO 269 must be taken concurrently); a Special Studies or seminar course chosen in consultation with the minor adviser; and three elective courses from the following areas, only two of which may be counted in a major:

Biological Sciences

- 260/261 Invertebrate Diversity and Concurrent Laboratory
- 366 Biogeography
- 390 Topics in Environmental Biology
- Coral Reefs: Past, Present and Future
- 400 Special Studies

Geology

- 231 Invertebrate Paleontology and the History of Life
- 232 Sedimentology
- 270j Carbonate Systems and Coral Reefs of the Bahamas
- 311 Environmental Geophysics

Social Sciences

- ECO 224 Environmental Economics
- GOV 254 Politics of the Global Environment
- GOV 306 Politics and the Environment
- GOV 404 Special Studies

Five College Course Possibilities

Courses can be chosen with consultation and approval of minor advisers; examples would be (all UMass):

- Biology 297: Biology of Marine Vertebrates
- Geology 591f: Marine Micropaleontology
- Geology 595: Physical Oceanography
- Geography 392As: Coastal Resource Policy
- WF Conser. 261: Fisheries Conservation and Management

Off-Campus Course Possibilities

Some students may elect to take two or three of their courses for the minor away from Smith College by participation in a marine-oriented, off-campus program. In recent years Smith students have been enrolled in the following programs:

Marine Biological Laboratory (Boston University Marine Program, fall semester) and Woods Hole Oceanographic Institution (summer)—Smith is an affiliate through the Five College Coastal and Marine Sciences Program; Williams/Mystic Seaport Program (Smith is an affiliate); SEA Semester; Duke University Marine Laboratory, Semester and Summer Program; marine programs of School for Field Studies and Shoals Marine Laboratory.

Mathematics and Statistics

Visiting faculty and some lecturers are generally appointed for a limited term.

Visit www.smith.edu/catalog for current course information.

Professors

James Joseph Callahan, Ph.D.

^{**2}James M. Henle, Ph.D.

Joseph O'Rourke, Ph.D. (Computer Science)

Katherine Taylor Halvorsen, D.Sc.

²Ruth Haas, Ph.D., *Chair*

Ileana Streinu, Ph.D. (Computer Science)

^{*1}Pau Atela, Ph.D.

^{*1}Christophe Golé, Ph.D.

^{**1}Nicholas J. Horton, D.Sc.

Associate Professor

^{**2}Patricia L. Sipe, Ph.D.

Assistant Professors

Elizabeth Denne, Ph.D.

Nessy Tania, Ph.D.

Julianna Tymoczko, Ph.D.

Visiting Assistant Professor

Michael Bush, Ph.D.

Senior Lecturer

Mary Murphy, M.A.T.

Lecturers

Alicia Gram, M.S.

Anne Schwartz, Ph.D.

Lecturer and Professor Emerita

Marjorie Lee Senechal, Ph.D.

Lecturer and Professor Emeritus

David Warren Cohen, Ph.D.

Research Associates

Danielle Ramdath, Ph.D.

sarah-marie belcastro, Ph.D.

A student with three or four years of high school mathematics (the final year may be called precalculus, trigonometry, functions or analysis), but no calculus, will normally enroll in Calculus I (111). A student with a year of AB calculus will normally enroll in Discrete Mathematics (153) and/or either Calculus II (112) or Calculus: Differential Equations and Power Series (114) during her first year. Placement in 112 or 114 will be determined not only by the amount of previous calculus but also by the strength of the student's preparation. If a student has a year of BC calculus, she may omit MTH 112 or 114.

A student with two years of high school mathematics, but no calculus or precalculus, should enroll in Elementary Functions (102). This course provides a solid basis for calculus.

Discovering Mathematics (105), and Statistical Thinking (107) are intended for students not expecting to major in mathematics or the sciences.

A student who receives credit for taking MTH 111 may not have AP Calculus credits applied toward her

degree. A student with 8 AP Calculus credits (available to students with a 4 or 5 on the AP Exam for BC Calculus) may apply only 4 of them if she also receives credit for MTH 112 or MTH 114. A student who has a score of 4 or 5 on the AP Statistics examination may receive 4 AP credits. She may not however, use them toward her degree requirements if she also receives credit for MTH 107, 190, 241 or 245. (AP credits can be used to meet degree requirements only under circumstances specified by the college).

Students who are considering a major or minor in mathematics or a minor in statistics should talk with members of the department.

For further information about the mathematics and statistics program, consult our Web site, www.math.smith.edu.

101/QSK 101 Algebra

This course is intended for students who need additional preparation to succeed in courses containing quantitative material. It will provide a supportive envi-

ronment for learning or reviewing, as well as applying, arithmetic, algebra and mathematical skills. Students develop their numerical, statistical and algebraic skills by working with numbers drawn from a variety of sources. Enrollment limited to 20. Permission of the instructor required. This course does not carry a Latin honors designation. 4 credits

Catherine McCune

Offered Fall 2011, Spring 2012

102 Elementary Functions

Linear, polynomial, exponential, logarithmic and trigonometric functions; graphs, mathematical models and optimization. For students who need additional preparation before taking calculus or quantitative courses in scientific fields, economics, government and sociology. Also recommended for prospective teachers whose precalculus mathematics needs strengthening.

(M) 4 credits

Mary Murphy

Offered each Fall

103/QSK 103 Math Skills Studio

In this course, students will focus on computational skills, graphing skills, algebra, trigonometry and beginning calculus. Featuring a daily lecture/discussion followed by problem-solving drills and exercises stressing technique and application, this course provides students with concentrated practice in the math skills essential for thriving in Smith College course work.

Students gain credit by completing all course assignments, including a final self-assessment they will use in developing their own future math skills study plan. Enrollment limited to 20 students. This course to be graded S/U only. Permission of the instructor required. This course does not count toward the major. 2 credits

Catherine McCune

Offered Interterm 2012

105 Discovering Mathematics

Topic: Doughnuts, Coffee Cups and the Shape of the Universe. What did people think about the shape of our world before we knew it was a sphere? We will take a tour of mathematics related to this question, from the Egyptians and Babylonians to the present. The "possible" shapes of the world are now mathematically well understood. The question of the shape of the universe involves higher dimensional mathematical objects, and relates to the recently proved Poincaré conjecture. First stated in 1904, it was viewed as one of the seven most

important problems of the new millennium. Our tour gives us a glimpse into the development and sociology of contemporary mathematics. The only prerequisites are curiosity and an open mind. **(M)** 4 credits

Patricia Sipe

Offered Fall 2011

107 Statistical Thinking

An introduction to statistics that teaches broadly relevant concepts. Students from all disciplines are welcome. Topics include graphical and numerical methods for summarizing data; binomial and normal probability distributions; point and interval estimates for means and for proportions; one- and two-sample tests for means and for proportions; principles of experimental design. The class meets in a computer lab and emphasizes using the computer for analysis of data. Students will design experiments, collect and analyze the data, and write reports on findings. Enrollment limited to 25. Prerequisite: high school algebra.

(M) 4 credits

To be announced

Offered Spring 2012

111 Calculus I

Rates of change, differential equations and their numerical solutions, integration, differentiation and the fundamental theorem of the calculus. Situations in science and social science in which calculus naturally arises are emphasized. **(M)** 4 credits

Members of the department

Offered both semesters each year

112 Calculus II

Applications of the integral, dynamical systems, infinite series and approximation of functions. Situations in science and social sciences in which calculus naturally arises are emphasized. Students may not receive credit for both 114 and 112. Prerequisite: MTH 111 or the equivalent. **(M)** 4 credits

Members of the department

Offered both semesters each year

114 Calculus: Differential Equations and Power Series

Differential equations, difference equations, dynamical systems: numerical methods and qualitative analysis. Power series, sequences and convergence. Situations in science and social science in which calculus naturally arises are emphasized. Intended for students who have had a year of calculus elsewhere. Students may not

receive credit for both 114 and 112. **{M}** 4 credits
Members of the department
 Offered both semesters each year

153 Introduction to Discrete Mathematics

An introduction to discrete (finite) mathematics with emphasis on the study of algorithms and on applications to mathematical modeling and computer science. Topics include sets, logic, graph theory, induction, recursion, counting and combinatorics. **{M}** 4 credits
Members of the department
 Offered both semesters each year

MTH 190/PSY 190 Statistical Methods for Undergraduate Research

An overview of the statistical methods needed for undergraduate research emphasizing methods for data collection, data description, and statistical inference including an introduction to study design, confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data will be discussed. Applications are emphasized, and students use SPSS and other statistical software for data analysis. Classes meet for lecture/discussion and a required laboratory that emphasizes the analysis of real data. This course satisfies the basis requirement for the psychology major. Students who have taken MTH 111 or the equivalent should take MTH 245, which also satisfies the basis requirement. Normally students will receive credit for only one of the following introductory statistics courses: MTH 190/PSY 190, ECO 220, GOV 190, MTH 241, MTH 245 or SOC 201. Exceptions may be allowed in special circumstances and require permission of the adviser and the instructor. Enrollment limited to 40. **{M}** 5 credits

Philip Peake, Fall 2011

Katherine Halvorsen, Spring 2012

Offered both semesters each year

MTH 205/CSC 205 Modeling in the Sciences

This course integrates the use of mathematics and computers for modeling various phenomena drawn from the natural and social sciences. Scientific topics, organized as case studies, will span a wide range of systems at all scales, with special emphasis on the life sciences. Mathematical tools include elementary data analysis, discrete and continuous dynamical systems and Markov chains. The course will use scientific

software such as *Mathematica* or MATLAB, and will provide elementary training in programming. Prerequisites: MTH 112 or MTH 114. CSC 111 recommended. Enrollment limited to 20. **{M}** 4 credits

Ileana Streinu

Offered each Spring

211 Linear Algebra

Vector spaces, matrices, linear transformations, systems of linear equations. Applications to be selected from differential equations, foundations of physics, geometry and other topics. Students may not receive credit for both MTH 211 and MTH 221. Prerequisite: MTH 112 or the equivalent, or MTH 111 and MTH 153; MTH 153 is suggested. **{M}** 4 credits

Members of the department

Offered both semesters each year

212 Calculus III

Theory and applications of limits, derivatives, and integrals of functions of one, two and three variables. Curves in two and three dimensional space, vector functions, double and triple integrals, polar, cylindrical, spherical coordinates. Path integration and Green's Theorem. Prerequisites: MTH 112 or MTH 114. It is suggested that MTH 211 be taken before or concurrently with MTH 212. **{M}** 4 credits

Members of the department

Offered both semesters each year

222 Differential Equations

Topics to include first-order and higher linear differential equations. Linear systems. Nonlinear systems and linearization. Numerical and qualitative analysis. Applications and modeling of real phenomena throughout. Prerequisites: MTH 212 or 114, MTH 211 or PHY 210. MTH 212 recommended. **{M}** 4 credits

Nessy Tania

Offered Spring 2012

225 Advanced Calculus

Functions of several variables, vector fields, divergence and curl, critical point theory, implicit functions, transformations and their Jacobians, theory and applications of multiple integration, and the theorems of Green, Gauss and Stokes. Prerequisites: MTH 211 and MTH 212 or permission of the instructor. **{M}** 4 credits

Elizabeth Denne

Offered each Spring

227 Topics in Modern Mathematics*Topic to be announced.*

Offered Spring 2013

233 An Introduction to Modern Algebra

An introduction to the concepts of abstract algebra, including groups, quotient groups, and, if time allows, rings and fields. Prerequisites: MTH 153 and MTH 211 or permission of the instructor. **{M}** 4 credits

Julianna Tymoczko

Offered each Spring

238 Topics in Number Theory

Topics to be covered include properties of the integers, prime numbers, congruences, various Diophantine problems, arithmetical functions and cryptography. Prerequisite: MTH 153, MTH 211 or permission of the instructor. **{M}** 4 credits

Steven Miller

Offered each Fall

241 Probability and Statistics for Engineers, Mathematicians and Computer Scientists

An introduction to probability and statistical modeling and its application to engineering, computer science, mathematics and related disciplines. Data analysis and simulation, using computer software, are emphasized. Topics include random variables, probability distributions, expectation, estimation, testing, experimental design, quality control, resampling-based inference and multiple regression. Limited to 25 students. Prerequisites: PHY 210 or MTH 212 and CSC 111 (may be taken concurrently). Students will not be given credit for both MTH 241 and MTH 245 or MTH 190. **{M}** 4 credits

Alicia Gram

Offered Fall 2011

243 Introduction to Analysis

The topological structure of the real line, compactness, connectedness, functions, continuity, uniform continuity, sequences and series of functions, uniform convergence, introduction to Lebesgue measure and integration. Prerequisites: MTH 211 and MTH 212 or permission of the instructor. **{M}** 4 credits

Patricia Sipe

Offered each Fall

245 Introduction to the Practice of Statistics

An application-oriented introduction to modern statistical inference: study design, descriptive statistics,

random variables, probability and sampling distributions, point and interval estimates, hypothesis tests, resampling procedures and multiple regression. A wide variety of applications from the natural and social sciences will be used. Classes meet for lecture/discussion and for a required laboratory that emphasizes analysis of real data. MTH 245 satisfies the basis requirement for biological science, engineering, environmental science, neuroscience and psychology. Normally, students will receive credit for only one of the following introductory statistics courses: MTH 190/PSY 190, ECO 220, GOV 190, MTH 241, MTH 245 or SOC 201. Exceptions may be allowed in special circumstances and require permission of the adviser and the instructor. Prerequisite: MTH 111, or MTH 153, or one year of high school calculus or permission of the instructor. Lab sections limited to 20. **{M}** 5 credits

Katherine Halvorsen

Offered both semesters each year

246 Probability

An introduction to probability, including combinatorial probability, random variables, discrete and continuous distributions. Prerequisites: MTH 153 and MTH 212 (may be taken concurrently) or permission of the instructor. **{M}** 4 credits

Katherine Halvorsen

Offered each Fall

247 Statistics: Introduction to Regression Analysis

Theory and applications of regression techniques; linear and nonlinear multiple regression models, residual and influence analysis, correlation, covariance analysis, indicator variables and time series analysis. This course includes methods for choosing, fitting, evaluating and comparing statistical models and analyzes data sets taken from the natural, physical, and social sciences. Prerequisite: one of the following: MTH 190, MTH 241, MTH 245, ECO 220, GOV 190, PSY 190 or a score of 4 or 5 on the AP Statistics examination. **{M}** 4 credits

Katherine Halvorsen

Offered Fall 2012

254 Combinatorics

Enumeration, including recurrence relations and generating functions. Special attention paid to binomial coefficients, Fibonacci numbers, Catalan numbers and Stirling numbers. Combinatorial designs, including Latin squares, finite projective planes Hadamard matrices and block designs. Necessary conditions and

constructions. Error correcting codes. Applications.

Prerequisites: MTH 153 and MTH 211 or permission of the instructor. **{M}** 4 credits

Ruth Haas

Offered Spring 2013

255 Graph Theory

The course will begin with the basic structure of graphs including connectivity, paths, cycles and planarity. We will proceed to study independence, stability, matchings and colorings. Directed graphs and networks will be considered. In particular, some optimization problems including maximum flow will be covered. The material will include theory and mathematical proofs as well as algorithms and applications. Prerequisites: MTH 153 and MTH 211 or permission of the instructor. **{M}** 4 credits

Ruth Haas

Offered Spring 2012

CSC 274 Discrete and Computational Geometry

Topics include the core of the field: polygons, convex hulls, triangulations and Voronoi diagrams. Beyond this core, curves and surfaces, polyhedral and configuration spaces are covered. Throughout a dual emphasis is maintained on mathematical proofs and on efficient algorithms. Students will have a choice of concentrating their course work toward mathematics or toward computer science. Prerequisites for MTH major credit: MTH 153; MTH 111 recommended. Prerequisite for CSC major credit: CSC 111. **{M}** 4 credits

Joseph O'Rourke

Offered Fall 2011

MTH 290/PSY 290 Research Design and Analysis

A survey of statistical methods needed for scientific research, including planning data collection and data analyses that will provide evidence about a research hypothesis. The course can include coverage of analyses of variance, interactions, contrasts, multiple comparisons, multiple regression, factor analysis, causal inference for observational and randomized studies and graphical methods for displaying data. Special attention is given to analysis of data from student projects such as theses and special studies. Statistical software will be used for data analysis. Prerequisites: One of the following: PSY190/MTH 190, MTH 245 or a score of 4 or 5 on the AP Statistics examination or the equivalent. Enrollment limited to 20. **{M}** 4 credits

Nicholas Horton, Fall 2011

David Palmer, Fall 2012

Offered Fall 2011, Fall 2012

300 Dialogues in Mathematics

In the class we don't do math as much as we talk about doing math and the culture of mathematics. The class will include lectures by students, faculty and visitors on a wide variety of topics, and opportunities to talk with mathematicians about their lives. This course is especially helpful for those considering graduate school in the mathematical sciences. Prerequisites: MTH 211, MTH 212, and two additional mathematics courses at the 200 level or permission of the instructor. May be repeated once for credit. This course is graded satisfactory/unsatisfactory only. **{M}** 1 credit

Ruth Haas, James Henle

Offered Fall 2011, Spring 2012

301 Topics in Advanced Mathematics

Topic: Research in Mathematics. The course is specifically designed for students in the Center for Women in Mathematics, but open to all serious mathematics students. Prerequisites: At least one of MTH 233, 238 or 243 and permission of the instructor. **{M}** 3 credits

Ruth Haas, James Henle

Offered Fall 2011, Spring 2012

IDP 325 Art/Math Studio

This course is a combination of two distinct but related areas of study: studio art and mathematics. Students will be actively engaged in the design and fabrication of three dimensional models that deal directly with aspects of mathematics. The class will include an introduction to basic building techniques with a variety of tools and media. At the same time each student will pursue an intensive examination of a particular individual-theme within studio art practice. The mathematical projects will be pursued in small groups. The studio artwork will be done individually. Group discussions of reading, oral presentations and critiques, as well as several small written assignments, will be a major aspect of the class. Prerequisite: Juniors and seniors with permission of the instructor/s. Enrollment is limited to 15. (E) **{A/M}** 4 credits

Pau Atela (Mathematics) and John Gibson (Studio Art)

Offered Spring 2012

325 Complex Analysis

Complex numbers, functions of a complex variable, algebra and geometry of the complex plane. Differentiation, integration, Cauchy integral formula, calculus of residues, applications. Prerequisite: MTH 225 or MTH

243 or permission of the instructor. **{M}** 4 credits
Members of the department
Not offered 2011–12

333 Topics in Abstract Algebra

Topic: Rings and Fields. A ring is an algebraic structure with two operations (addition and multiplication) satisfying many of the same sorts of conditions that the usual arithmetic operations with numbers satisfy. This course will cover the basic theory of rings and fields with a particular emphasis on understanding situations in which elements of a ring factorize uniquely into irreducible elements. We will then consider applications of this theory to the study of field extensions, finite fields and error correcting codes. Prerequisites: A first course in abstract algebra such as Math 233. **{M}** 4 credits
Michael Bush
Offered Fall 2011

342 Topics in Topology and Geometry

Introduction to Differential Geometry
An introduction to classical differential geometry of curves and surfaces and a brief history of non-Euclidean geometry. Topics covered include: 1) arc length, curvature and torsion as invariants of space curves; 2) surfaces and Gaussian curvature, geodesics and the Gauss-Bonnet theorem; 3) models of non-Euclidean geometry; 4) an introduction to manifolds and Riemannian metrics, vector and tensor fields and the Riemannian curvature tensor. **{M}** 4 credits
Elizabeth Denne
Offered Fall 2011

Topology
Topology is a kind of geometry in which important properties of a figure are preserved under continuous motions (homeomorphisms). This course gives students an introduction to some of the classical topics in the area: the basic notions of point set topology (including connectedness and compactness) and the definition and use of the fundamental group. Prerequisites: MTH 225 or 243 or permission of the instructor. **{M}** 4 credits
James Henle
Offered Spring 2012

346 Seminar: Mathematical Statistics

An introduction to the mathematical theory of statistics and to the application of that theory to the real world. Topics include random variables, special distributions,

introduction to the estimation of parameters and hypothesis testing. Prerequisites: MTH 212 and MTH 246. **{M}** 4 credits
To be announced
Offered Spring 2012 at Mount Holyoke College

364 Advanced Topics in Continuous Applied Mathematics

Topic: Applied Partial Differential Equations. Introduction to partial differential equations to describe physical processes. Heat, wave and Laplace's equations. Separation of variables and Fourier series. Finite difference numerical methods. Applications to the life sciences such as chemotaxis, biochemical reactions/ transports, cell cycle and developments. Prerequisites: MTH 211 and either MTH 222, 225, or 243 or by permission of the instructor. **{M}** 4 credits
Nessy Tania
Offered Spring 2012

400 Special Studies

By permission of the department, normally for majors who have had at least four semester courses at the intermediate level. 1–4 credits
Offered both semesters each year

Cross-Listed Courses

CSC 250 Foundations of Computer Science

PHI 202 Symbolic Logic (2 credits)

PHI 203 Topics in Symbolic Logic (2 credits)

PHI 220 Incompleteness and Inconsistency: Topics in the Philosophy of Logic

PHY 211 Mathematical Methods of Physical Sciences and Engineering II

The Major

Advisers: Pau Atela, James Callahan, Elizabeth Denne, Christophe Golé, Ruth Haas, Katherine Halvorsen, James Henle, Nicholas J. Horton, Patricia Sipe

Adviser for Study Abroad: Patricia Sipe

Requirements: The mathematics major has an entryway requirement, a core requirement, a depth requirement and a total credit requirement. The entryway requirement consists of MTH 153, MTH 211 and MTH 212. An exceptionally well prepared student might place out of some of these. The core requirement is one course in algebra (MTH 233 or MTH 238) and one course in analysis (MTH 225 or MTH 243). Alternatively, a student may focus on statistics; students pursuing this track through the major are not required to take a course in algebra but instead must complete MTH 245, MTH 246, MTH 346 and either MTH 247 or MTH 290.

Majors are required to take at least one advanced course. This is the depth requirement. An advanced course is a mathematics course at Smith numbered between 310 and 390. With the approval of the department, the requirements may be satisfied by a course outside the department.

Majors are required to take a total of 40 credits in courses numbered MTH 111 and above, with the following exceptions. At most 8 credits may be awarded for MTH 111, MTH 153, MTH 190 and either MTH 112 or MTH 114. With the approval of the department, up to 8 of the 40 credits may be satisfied by courses taken outside the mathematics and statistics department. Courses taken outside the department must contain either substantial mathematical content at a level more advanced than MTH 211 and 212 or statistical content at a level more advanced than MTH 245. Generally, such a 4-credit course will be given 2 credits toward the mathematics major. Note that courses that are cross-listed with Mathematics and another department (CSC 250, PHI 202, PHI 203, PHI 220 and PHY 211) are counted as mathematics courses and given full credit toward the mathematics major. The following courses meet the criteria for 2 credits toward mathematics major: AST 337, AST 351, AST 352, CHM 331, CHM 332, CSC 240, CSC 252, CSC 274, CSC 334, ECO 240, ECO 255, LOG 100, PHY 214, PHY 220, PHY 222, PHY 322 and PHY 340. A student may petition the department if she wishes credit for any course not on this list.

Normally, all courses that are counted towards either the major or minor must be taken for a letter grade.

The Minor

The minor in mathematics consists of 211 plus 16 other credits selected from any one of the groups below. In the applied mathematics minor, four of the credits may be replaced by eight credits from the list in the description of major requirements found above or by other courses approved by the department.

Applied Mathematics Minor

153, 204, 212, 222, 225, 233, 243, 245, 246, 247, 254, 255, 264, 270, 325, 346, 353, 364, PHY 211.

Discrete Mathematics Minor

153, 270, 233, 238, 254, 255, 333, 353, CSC 250, PHI 220.

Algebra-Analysis-Geometry Minor

153, 212, 217, 224, 233, 238, 243, 325, 333, 342, 343, PHI 220.

Mathematical Statistics Minor

212, 246, 247, 290, 346.

The Minor in Applied Statistics

Information on the interdepartmental minor in applied statistics can be found on the Statistics page of this catalogue.

Honors

Directors: Patricia Sipe

430d Honors Project

8 credits

Full-year course; Offered each year

431 Honors Project

8 credits

Offered each Fall

432d Honors Project

12 credits

Full-year course; Offered each year

A student majoring in mathematics and statistics may apply for the departmental honors program. An honors project consists of directed reading, investigation and a thesis. This is an opportunity to engage in scholarship at a high level. A student at any level considering an honors project is encouraged to consult with the director of honors and any member of the department to obtain advice and further information.

Eligibility and application: Normally, a student who applies to do honors work must have an overall 3.0 GPA for courses through her junior year, and a 3.3 GPA for courses in her major. A student may apply either in the second semester of her junior year or by the second week of the first semester of her senior year; we strongly recommend the former.

Requirements: In addition to the credits required for the major, students must take 430d or 432d (for either eight or twelve credits). In unusual circumstances, a student may instead take 431. The length of the thesis depends upon the topic and the nature of the investigation, and is determined by the student, her adviser and the department. The student will give an oral presentation of the thesis. The department recommends the designation of Highest Honors, High Honors, Honors, Pass or Fail based on the following three criteria at the given percentages:

- 60 percent thesis

- 20 percent oral presentation

- 20 percent grades in the major

Specific guidelines and deadlines for completion of the various stages of an honors project are set by the department as well as by the college. The student should obtain the department's requirements and deadlines from the director of honors.

Graduate

580 Graduate Special Studies

4 credits

Offered both semesters each year

Medieval Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

Visit www.smith.edu/catalog for current course information.

Advisers and Members of the Medieval Studies Council

^{**2} Nancy Mason Bradbury, Professor of English
Language and Literature

^{*1} Brigitte Buettner, Professor of Art
John Connolly, Professor of Philosophy

^{**2} Craig R. Davis, Professor of English Language and
Literature, *Director*

Eglal Doss-Quinby, Professor of French Studies

Alfonso Procaccini, Professor of Italian Language and
Literature

^{**1} Suleiman Ali Mourad, Professor of Religion

^{**2} Vera Shevzov, Professor of Religion

^{†2} Joshua C. Birk, Assistant Professor of History
Ibtissam Bouachrine, Assistant Professor of Spanish
and Portuguese

The interdepartmental major and minor in medieval studies provide students with an opportunity to study the civilization of medieval Europe from a multidisciplinary perspective. Subjects that belong today to separate academic disciplines were rarely so separated in the Middle Ages, and it is therefore appropriate that students be given an opportunity to bring these subjects together again. The great diversity of regional cultures in medieval Europe was balanced by a conscious attempt to hold to a unified view of the world that embraced religious and social ideals, Latin and vernacular literature, and music and the visual arts.

The medieval studies major and minor provide students with an opportunity to re-create for themselves, through courses in a variety of related disciplines, an understanding of the unity and of the diversity of European civilization in the Middle Ages. The medieval studies major and minor are designed so that they can form valuable complements to a major or minor in one of the participating departments.

The Major

Latin Requirement:

All medieval studies majors are expected to achieve a working knowledge of the Latin language. This requirement may be satisfied by taking at least one Latin course (4 credits) at the 200 level or above. If a student has no prior Latin or is insufficiently prepared for a 200-level course, she will take Latin 100d (8 credits) in order to fulfill this requirement. However, all students are urged to continue Latin at the 200 level.

Required Courses:

A total of 10 semester courses from the list of approved courses below, excluding the Latin requirement, distributed in four areas as follows:

1. Two courses in medieval history: normally these are HST 224, HST 225 or HST 226;
2. One course in medieval religion or philosophy;
3. One course in medieval art;
4. Two courses in medieval language and/or literature, not necessarily taken in the same department; one course in classical Latin literature may be taken in fulfillment of this requirement;
5. Two additional courses from the list of approved courses below;
6. Concentration requirement: two additional courses, at least one at the advanced level, in one of the four areas listed above (history, religion or philosophy, art, language and/or literature).

The S/U grading option is not allowed for courses counting toward the major.

In addition to courses listed below, courses that devote at least eight weeks of the semester to medieval material may be taken for credit in the major, upon petition to the Medieval Studies Council, provided that the student's principal written work deals with a medieval subject.

Students are encouraged to consult the current Five College catalogue of courses for offerings at the other four institutions. We also encourage Medieval Studies majors to consider proposing a Special Studies project or an Honors Thesis.

The Minor

Required Courses:

Students who wish to qualify for a minor in medieval studies have the option of demonstrating a working knowledge of Latin as per the major requirement or demonstrating a working knowledge of one of the medieval vernaculars (these currently include ENG 216, ENG 217, ENG 218, ITL 332 and SPN 250). Beyond the language requirement, students must take four courses from the list of approved medieval studies courses at the 200 level or above: these courses must include at least one course in history and one course in art or music. Students are encouraged to select courses that deal with different aspects of the same time period and together constitute a meaningful examination of a segment of medieval civilization.

Approved courses for 2011–12 are as follows:

Art

232 Romanesque

English and Comparative Literature

120 Damaged Gods: Myths and Legends of the Vikings
 214 Medieval Welsh
 250 Chaucer
 283 Victorian Medievalism
 PRS 322 Goths: Origins, Histories, Legacies

French

320 Women Writers of the Middle Ages

History

224 The Early Medieval World, 400–1000
 225 The Making of the Medieval World, 1000–1350
 226 Renaissance and Reformation? Europe in the Late Middle Ages, Society—Culture and Politics from 1300 to 1600
 227 Aspects of Medieval European History
Topic: Crusade and Jihad

Italian

332 Dante's *Divina Commedia*—*Inferno*, *Purgatorio*
 334 Boccaccio: *Decameron*

Latin

212 Introduction to Latin Prose and Poetry
 213 Virgil's *Aeneid*
 330 Advanced Readings in Latin Literature I & II
Topic: Ovid's Metamorphoses

Philosophy

124 History of Ancient and Medieval Western Philosophy
 226 Topics in the History of Philosophy
Topic: Human Action and the Will in Aristotle and Medieval Philosophy

Religion

221 Jewish Spirituality: Philosophers and Mystics
 238 Mary: Images and Cults
 245 The Islamic Tradition

Spanish and Portuguese

250 Survey of Iberian Literatures and Society I
Topic: Sex and the Medieval City

404 Special Studies

Admission by permission of the instructor and the Medieval Studies Council. 4 credits
 Offered both semesters each year

408d Special Studies

8 credits
 Full-year course; offered each year

Honors

Director: Joshua Birk

430d Honors Project

Admission by permission of the Medieval Studies Council. 8 credits
 Full-year course; offered each year

Please consult the director of medieval studies or the program Web site for specific requirements or application procedures.

Middle East Studies

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Members of Middle East Studies Committee

^{†2}Joshua Birk, Assistant Professor of History
Ibtissam Bouachrine, Assistant Professor of Spanish
and Portuguese
Justin Cammy, Professor of Jewish Studies, *Director*

Donna Robinson Divine, Professor of Government

^{**1}Suleiman Mourad, Professor of Religion

^{†2}Nadya Sbaiti, Assistant Professor of History

Gregory White, Professor of Government

Abdelkader Barrahmoun, M.A., Lecturer

In the Middle East studies minor at Smith, students can complement their major with a concentration of courses that treat the region in all its historical, political, social and cultural complexity. The geographical region broadly conceived stretches from North Africa to southwest and central Asia. The minor provides the opportunity to study the region in an interdisciplinary fashion, with attention to key fields of knowledge.

Requirements: Six semester courses are required.

Language (1 course)

Completion of at least one year of college-level Arabic or modern Hebrew. Only the second semester of the beginner's language sequence counts as one of the six courses required for the minor, though students earn course credit towards overall Smith degree requirements for the full year. Additional language study of Arabic and Hebrew at the intermediate and advanced levels at Smith or within the Five-College consortium is strongly encouraged. Students may apply to the MES Committee for funding of summer language study—e.g., Arabic, Farsi, Hebrew, Turkish, Urdu.

Breadth Requirements (2 courses)

1. A course on classical Islam or pre-modern (prior to 1800) Middle Eastern history.
2. A course on modern history, contemporary politics/economics/sociology/anthropology or modern/temporary Islamic thought.

Electives (3 courses)

In consultation with their adviser, students may choose additional electives in religion, literature, arts, and/or history and the social sciences.

Students who wish to conduct independent research may approach an adviser for permission to enroll in MES 400 (Special Studies). MES 400 is a research intensive course, available only to qualified juniors and seniors, and would serve as one of the electives.

Apart from language classes, no more than two courses may be taken from the same department or program. And normally no more than three courses can be taken away from Smith.

Study Abroad

The Program in Middle East Studies encourages students to explore study abroad opportunities that allow them to deepen their understanding of Middle Eastern languages, history and cultures. A list of Smith approved programs is available from the Office of Study Abroad.

MES 400 Special Studies

Admission by permission of the Program in Middle East Studies, normally for junior and senior minors in Middle East studies, and for qualified juniors and seniors from other departments. Offered both semesters each year. 1–4 credits

Members of the program in Middle East Studies

Offered Fall 2011, Spring 2012

Courses

Students should consult the catalogue for an up-to-date list of courses. In consultation with an adviser, equivalent courses may be substituted.

Language

ARA 100y Elementary Arabic

A yearlong course that introduces the basics of Modern Standard Arabic, this course concentrates on all four skills: speaking, listening, reading and writing. Beginning with the study of Arabic script and sound, students will complete the Georgetown text *Alif Baa* and finish Chapter 15 in *Al Kitaab Book 1* by the end of the academic year. Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write short essays and participate in role plays, debates and conversations throughout the year. Enrollment limited to 18 students. **[F]** 10 credits

Abdelkader Berrahmoun

Full-year course; Offered 2011–12

ARA 200 Intermediate Arabic I

Students in this course will continue perfecting their knowledge of Arabic focusing on the four skills: speaking, listening, reading and writing. Students should expect text assignments as well as work with DVDs, audio and Web sites. Exercises include writing, social interactions, role plays, and the interplay of language and culture. Students will complete *Al Kitaab, Book 1* and finish chapter 10 of *Al Kitaab, Book 2* by the end of the year. Each course is 4 credits. The prerequisite for Arabic 200 is Arabic 100y or the equivalent; for Arabic 201, the prerequisite is Arabic 200 or the equivalent. Enrollment limited to 18 students. **[F]** 4 credits

To be announced

Offered Fall 2011

ARA 201 Intermediate Arabic II

Continued conversation at a more advanced level, with increased awareness of time-frames and complex patterns of syntax. Further development of reading and practical writing skills. Prerequisite: ARA 200 or the equivalent or permission of the instructor. Enrollment limited to 12 students. **[F]** 4 credits

To be announced

Offered Spring 2012

ARA 300 Advanced Arabic I

The goal of the course is that students will achieve a superior level of proficiency in Modern Standard Arabic using this four-skills (reading, writing, speaking, listening) approach. Students will read authentic texts by writers throughout the Arab world. Topics address a range of political, social, religious, and literary themes and represent a range of genres, styles and periods. Covers *Al-Kitaab, Book 3*, units 1–5. Prerequisite: ARA 201, or the completion of *Al-Kitaab, Book 2* or its equivalent in another format. Students must be able to use Formal Spoken Arabic as the medium of communication in the classroom. Enrollment limited to 12. **[F]** 4 credits

Abdelkader Berrahmoun

Offered Fall 2011 at Amherst College

ARA 301 Advanced Arabic II

The goal of the course is that students will achieve a superior level of proficiency in Modern Standard Arabic using this four-skills (reading, writing, speaking, listening) approach. Students will read authentic texts by writers throughout the Arab world. Topics address a range of political, social, religious, and literary themes and represent a range of genres, styles and periods. Covers *Al-Kitaab, Book 3*, units 6–10. Prerequisite: ARA 300, or the completion of *Al-Kitaab, Book 3*, units 1–5 or its equivalent in another format. Students must be able to use Formal Spoken Arabic as the medium of communication in the classroom. Enrollment limited to 12. **[F]** 4 credits

Abdelkader Berrahmoun

Offered Spring 2012 at Amherst College

Advanced study in Arabic is offered by the Five Colleges Mentored Language Program, the Department of Judaic and Near Eastern Studies (JUDNEA) at UMass–Amherst, and the Asian Studies Program at Mount Holyoke College.

JUD 100y Elementary Modern Hebrew

A yearlong introduction to modern Hebrew, with a focus on equal development of the four language skills: reading, writing, speaking and listening. Study of Israeli song, film and short texts amplifies acquisitions of vocabulary and grammar. By the end of the year, students will be able to comprehend short and adapted literary and journalistic texts, describe themselves and their environment, express their thoughts and opinions, and participate in classroom discussions. No previous knowledge of Hebrew language is necessary. Enrollment limited to 18. **[F]** 10 credits

To be announced

Full-year course; Offered 2011–2012

JUD 200 Intermediate Modern Hebrew

Continuation of JUD 100y. Emphasizes skills necessary for proficiency in reading, writing and conversational Hebrew. Transitions from simple Hebrew to more colloquial and literary forms of language. Elaborates and presents new grammatical concepts and vocabulary, through texts about Israeli popular culture and everyday life, newspapers, films, music and readings from Hebrew short stories and poetry. Prerequisite: one year of college Hebrew or equivalent or permission of the instructor. Enrollment limited to 18. **{F}** 4 credits

To be announced

Offered Fall 2011

Advanced study in Hebrew is offered in the Department of Judaic and Near Eastern Studies at UMass–Amherst or through Special Studies. Please consult the Web site of the Program in Jewish Studies (<http://www.smith.edu/jud>) for a full list of summer Hebrew language programs.

SPN 245 Topics in Latin American and Peninsular Studies

Topic: Muslim Women in Spain: 756 to the Present. This course examines the experiences of Muslim women in the Iberian Peninsula from the Middle Ages until today. Discussions will focus on Muslim women's literary and cultural contributions to the Spanish society. Students will also be invited to think critically about categories and identities such as "woman," "Muslim," "European," "African," "Amazighi," and "Mediterranean." Highly recommended for students considering JYA in Spain. A satisfactory command of Spanish is required. Prerequisite: SPN 220 or above or the permission of the instructor. Enrollment limited to 19 students. (E) 4 credits

Ibtissam Bouachrine

Offered Spring 2012

SPN 250 Survey of Iberian Literatures and Society I

Topic: Sex and the Medieval City. This course examines the medieval understanding of sex and the woman's body within an urban context. We will read medieval texts on love, medicine and women's sexuality by Iberian and North African scholars. We will investigate the ways in which medieval Iberian medical traditions have viewed women's bodies and defined their health and illness. We will also address women's role as practitioners of medicine, and how such a role was affected by the gradual emergence of "modern" medical institutions such as the hospital and the medi-

cal profession. Prerequisite: SPN 220 or equivalent.

Enrollment limited to 19. **{L/F}** 4 credits

Ibtissam Bouachrine

Offered Fall 2011

SPN 332 The Middle Ages Today

Topic: Queer Iberia and North Africa. This course examines the medieval and early-modern Iberian and North African understanding of sexuality in light of modern critical theory. Special attention will be given to the Arabic and Castilian representations of same-sex desire. Readings will include texts by Ibn Hazm, Juan Ruiz, al-Tifashi, al-Nafwazi, Wallada, Ibn Sahl of Seville, Ibn Quzman and Fernando de Rojas. All readings in Spanish translation. Taught in Spanish. Enrollment limited to 14. **{L/F}** 4 credits

Ibtissam Bouachrine

Not offered 2011–12

Social Sciences**GOV 229 Government and Politics of Israel**

A historical analysis of the establishment of the State of Israel and the formation of its economy, society and culture. Discussions will focus on the Zionist movement in Europe and the United States, the growth and development of Jewish economic and political institutions in the land of Israel, and the revival of the Hebrew language. **{S}** 4 credits

Donna Robinson Divine

Not offered 2011–12

GOV 248 The Arab–Israeli Dispute

An analysis of the causes of the dispute and of efforts to resolve it; an examination of Great Power involvement. A historical survey of the influence of Great Power rivalry on relationships between Israel and the Arab States and between Israelis and Palestinian Arabs. Consideration of the several Arab–Israeli wars and the tensions, terrorism, and violence unleashed by the dispute. No prerequisites. **{S}** 4 credits

Donna Robinson Divine

Not offered 2011–12

GOV 347 Seminar in International Politics and Comparative Politics

Topic: North Africa in the International System. This seminar examines the history and political economy of Morocco, Tunisia and Algeria—the Maghreb—focusing on the post-independence era. Where relevant, Mauritania and Libya will be treated. The seminar sets Maghrebi

politics in the broader context of its regional situation within the Mediterranean (Europe and the Middle East), as well as its relationship to sub-Saharan Africa and North America. Study is devoted to: 1) the independence struggle; 2) the colonial legacy; 3) contemporary political economy; and 4) post-colonial politics and society. Special attention will be devoted to the politics of Islam, the "status" of women and democratization. **[S]** 4 credits

Gregory White

Offered Fall 2011

History and Religious Thought

ARH 228 Islamic Art and Architecture (L)

This course surveys the architecture, landscape, book arts and luxury objects produced in Islamic contexts from Spain to India, and from the seventh through the 20th centuries. Attention will be focused upon the relationships between Islamic visual idioms and localized religious, political and socioeconomic circumstances. In particular, lectures and readings will examine the vital roles played by theology, royal patronage, ceremonial, gift exchange, trade and workshop practices in the formulation of visual traditions. Recommended background ARH 101 or 140. **[A/H]** 4 credits

Jennifer Pruitt

Offered Spring 2012

ARH 240 Art Historical Studies (C)

Topic: Islamic Cities: Cairo, Istanbul and Delhi. This course offers a comparative study of the foundation and development of the three great capital cities of Egypt, Turkey and India. Architectural projects, ornamental idioms and changes to the urban plan are studied from aesthetic and cultural perspectives. Integrating historical and religious studies, this course highlights the shifting nature of Islamic culture, from the 10th century CE to the present. Enrollment limited to 18. **[H/A]** 4 credits

Jennifer Pruitt

Offered Fall 2011

HST 208 (L) The Making of the Modern Middle East

This course is an introduction to the modern history of the Middle East from the 18th century to the present. We will examine the main political, economic, social, and cultural institutions and forces that have most profoundly affected events in the region. Throughout the semester, the emphasis will be on identifying the ways in which specific events and long-term processes have informed social and political realities in the Middle East. We will focus our study on a number of signifi-

cant political, social, economic and cultural developments and movements, including (but not limited to): Ottoman reform; the emergence of Arab nationalism and the rise and formation of modern nation states; the role of imperialist and colonial powers in the region; regional conflicts; Zionism; Islamism and social and cultural changes. **[H]** 4 credits

Nadya Shaihi

Offered Spring 2012

HST 209 Aspects of Middle Eastern History

Topic: Women and Gender in the Middle East.

Development of discourses on gender as well as lived experiences of women from the rise of Islam to the present. Topics include the politics of marriage, divorce and reproduction; women's political and economic participation; masculinity; sexuality; impact of Islamist movements. Provides introduction to main themes, and nuanced historical understanding of approaches to the study of gender in the region. **[H/S]** 4 credits

Nadya Shaihi

Not offered 2011–12

HST 227 Aspects of Medieval European History

Topic: Crusade and Jihad—Religious Violence in the Islamo-Christian Tradition. This course juxtaposes the medieval understanding of religious violence and war in the Western Christian and Islamic traditions with modern understandings of those same phenomena. It traces the intellectual development of these concepts during the Middle Ages, and how medieval conceptions of violence are reinterpreted and redeployed in the 19th through 21st centuries. **[H]** 4 credits

Joshua Birk

Offered Spring 2012

HST 307 Problems in Middle East History

Topic: United States–Arab Relations in Historical Perspective. This seminar will trace the history of relations between the regions now known as the United States and the Arab world, from approximately the 17th century to the present. Reading both primary and secondary sources, we will cover the impact of policies towards Native Americans on the initial missionary projects to the Near East. We will further explore Arab and American perspectives on one another through travel, the impact of the 19th-century American missionaries on education and social relations, and explore the effects of the 'Wilsonian moment' in the Middle East. How did Arab immigrants to the U.S. become "white"? What roles did gender, race and religion play throughout these periods?

We will consider how the discovery of oil, and Cold War and global geopolitics altered the dynamics between the US and the Arab world. In that vein, we will interrogate several frameworks, including what have been termed American Orientalism and political Islam, and end with an examination of post-9/11 relations. Permission of the instructor required. **(H)** 4 credits

Nadya Sbaiti

Offered Fall 2011

REL 245 The Islamic Tradition

The Islamic religious tradition from its beginnings in seventh-century Arabia through the present day, with particular emphasis on the formative period (C.E. 600–1000) and on modern efforts at reinterpretation. Topics include Muhammad and the Qur'an, prophetic tradition, sacred law, ritual, sectarianism, mysticism, dogmatic theology and popular practices. Emphasis on the ways Muslims in different times and places have constructed and reconstructed the tradition for themselves. **(H)** 4 credits

Suleiman Mourad

Offered Fall 2011

REL 248 Topics in Modern Islam

Topic: Jihad. The persistence of the ideology of jihad in modern Islam drives revivalists and apologists to disagree over the meaning of "jihad" and whether it should be understood to necessitate violence or as an interpersonal spiritual struggle. This course examines the most important modern debates about jihad and how each position engages and appeals to the foundational Islamic sources (e.g. Qur'an, Muhammad, Shari'ah/Islamic Law) and Islamic history for legitimacy. It also explores the factors that make the rhetoric used by modern jihadists popular among certain Muslim constituencies, inspiring them to wage holy war against "infidels" as well as fellow Muslims. Course may be repeated for credit with a different topic. Enrollment limited to 25. **(H)** 4 credits

Suleiman Mourad

Offered Fall 2011

Literature and the Arts

FYS 186 Israel: Texts and Contexts

Explores the relationship between Zionism as the political movement that established the State of Israel and Zionism as an aesthetic and cultural revolution that sought to reinvent the modern Jew. What were the roles of literary and visual culture in the construction of Israel's founding myths and interpretations of its present realities?

Focuses on efforts to negotiate the relationship between sacred and secular space; exile and homeland; the revival of Hebrew as a living language; Jews and Arabs; and Israel's founding ideals as a democratic and Jewish state. Includes consideration of prose, poetry, graphic novel, art and film. Intended for students interested in Middle East studies, comparative literature, and/or in the relationship between literature and politics. Enrollment limited to 16 first-year students. WI **(L)** 4 credits
Justin Cammy (Jewish Studies and Comparative Literature)

Offered Fall 2011

MUS 220 Topics in World Music

Topic: Popular Music in the Islamic World. Music is a thorny issue in most Islamic societies. There is often tension between hardliners who believe that music has no place in Islam and thus try to prohibit it and those who tolerate it, albeit within well-defined parameters. The debate intensifies in the case of popular music. Despite this, there is an incredible variety of vibrant popular music traditions throughout the Islamic world. In this course, we will engage with Islamic debates on popular music, explore a broad range of case studies, and examine the ways each illuminates different themes (forms of Islam, issues of diaspora, gender considerations, musical diversity, etc.). No prerequisites, though MUS 101 will be helpful. **(A/S)** 4 credits

Margaret Sarkissian

Not offered 2011–12

PRS 315 Shaping Religious Identities in the Middle East: Islam and the Others

How are Muslim identities in the Middle East formed and sustained? How are they changed and redefined? How have Muslims interacted with the Jewish and Christian religious cultures that surrounded them from the birth of Islam until today? Informed by these questions, this seminar focuses on the development of Muslims' religious, historical, cultural, and political identity and expression in the Middle East as reflective of a process of exposure and contact with Jews and Christians, their religious "others." It is open to students with some knowledge of the region seeking to understand the complex and diverse nature of Islam. Prerequisite: GOV 224 or REL 245 or the equivalent. Enrollment limited to 15 juniors and seniors. (E) **(L/H/S)** 4 credits

Donna Robinson (Divine (Government) and Suleiman Mourad (Religion))

Not offered 2011–12

Music

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

[§][§] Peter Anthony Bloom, Ph.D.
Richard Jonathan Sherr, Ph.D., *Chair*
Karen Smith Emerson, M.M.
^{**} Jane Bryden, M.M.
^{**} Raphael Atlas, Ph.D.
^{**} Margaret Sarkissian, Ph.D.

Associate Professors

[§] Joel Pitchon, M.M.
[†] Steve Waksman, Ph.D.

Assistant Professor

Judith Gordon, B.Mus.

Senior Lecturers

Grant Russell Moss, D.M.A.

Jonathan Hirsh, D.M.A., Director of Orchestral and Choral Activities

Lecturer and Assistant Director of Choral Activities

Gregory Brown, D.M.A.

Visiting Artist and Lecturer

Conor Hanick

Lecturers

Akiva Cahn-Lipman, M.M.
Timothy Eriksen
Bode Omojola

Lecturer and Professor Emeritus

Donald Franklin Wheelock, M.Mus.

Staff Pianist

Clifton J. Noble, Jr., M.A.

Exemption from introductory courses required for the major may be obtained on the basis of Advanced Placement or departmental examinations.

Prospective majors are advised to take 102 and 110 in the first year and 202 in the sophomore year.

Introductory Courses

100 Colloquia

Colloquia are especially designed for those with no previous background in music. Limited to 20 students, they will emphasize class discussion and written work, which will be either music or critical prose as appropriate to the topic. Open to all students, but particularly recommended for first-year students and sophomores. 4 credits

Fundamentals of Music

An introduction to music notation and to principles of musical organization, including scales, keys, rhythm and meter. Limited to beginners and those who did not place into 110. **[A]**

Richard Sherr

Offered Fall 2011

Choral Music

An exploration of the role of choral singing in Western culture by means of a detailed study of selected choral masterpieces. The course will consist of detailed weekly listening and class discussions of the individual works, with particular attention being given to the sources and significance of the texts and to the broader context of the musical and religious traditions that produced them. **[A]**

Gregory Brown

Offered Spring 2012

101 Introduction to World Music

A survey of the world's musical traditions, usually including areas of Africa, Latin America, the Middle East, India, Indonesia and East Asia. Each unit will contain a general overview of the region, detailed study of one or more genres, and a discussion of contemporary popular musics. No prerequisites. **[A/S]** 4 credits

Margaret Sarkissian

Offered Fall 2011

102 First Nights

This course serves as an introduction to the history of Western music by studying in detail the first performances of a small number of singularly important works

in the Western tradition including *Orfeo*, (Monteverdi), *Messiah* (Handel), the Ninth Symphony (Beethoven), the *Symphony fantastique* (Berlioz) and *Le Sacre du printemps* (Stravinsky). Using Thomas Kelly's textbook *First Nights* (which treats these five compositions) as well as videos and supplementary reading and listening materials, students will come to understand musical monuments as aesthetic objects and as manifestations of the artistic cultures that engendered them. **[H/A]** 4 credits
Richard Sherr

Offered Fall 2011

103 Sight-Singing

Instruction and practice in singing intervals, rhythms and melodies, in interpreting time and key signatures, and in acquiring other aural skills essential to basic musicianship. Recommended background: a basic knowledge of pitch and rhythmic notation. Enrollment limited to 12. **[A]** 1 credit
Gregory Brown

Offered Fall 2011, Spring 2012

PHY 107 Musical Sound

110 Analysis and Repertory

An introduction to formal analysis and tonal harmony, and a study of pieces in the standard repertory. Regular exercises in harmony. Prerequisite: ability to read standard pitch and rhythmic notation in treble and bass clefs, major and minor key signatures, time signatures, and to name intervals. (A placement test is given before the fall semester for incoming students). Sections are limited to 20. **[A]** 4 credits

Raphael Atlas

Offered Fall 2011

Intermediate and Advanced Courses

201 Music from the Pre-Classical to the Post-Modern

A historical survey of the principal styles and monuments of Western music from the time of Haydn and Mozart to the time of Stravinsky and beyond. Open to all students (including first-years) who have had previous musical experience or who have obtained permission of the instructor. **[H/A]** 4 credits
Peter Bloom

Offered Spring 2012

202 Thinking About Music

This course explores different approaches to the study of music as a cultural phenomenon. We will consider two basic questions: How does music become meaningful to people in various social settings and locations? What functions does music fulfill in different societies? We will seek answers to these questions using a series of case studies that focus upon classical, popular and traditional forms of music in the United States, Europe and other parts of the world. These case studies will serve as our guides as we observe and analyze the experience of musical participation and mediation. **[A/S]** 4 credits

Steve Waksman

Offered Spring 2012

205/AMS 220 Topics in Popular Music

The Sacred Harp: A 19th Century American "Shape-note" Tunebook

This course will examine the vibrant music, singing traditions, and cultural history of the venerable American *shape-note* tunebook *The Sacred Harp*. First published in Georgia in 1844, the book is significant not only as an important repository of early American vernacular hymnody, but also as the focus of a continuing musical tradition. We will examine *The Sacred Harp* and its music in the context of the ideas, movements, places, practices, men and women that shaped it, with special attention to: 1) early history and propagation of *The Sacred Harp* among men and women of the primarily rural South; and 2) "pre-history" of *shape-note* music in the Northampton, Mass. area. Weekly readings and assignments will be supplemented with hands-on experience including group singing from the *shape-note* notational system and conducting archival research on local music history. The ability to read western notation is not required although some experience with music making would be helpful. Course limited to 20 students. **[A]** 4 credits

Timothy Eriksen

Offered Fall 2011

215j Interterm Chamber Music Immersion

This course offers a week of uninterrupted focus on chamber music for selected instrumentalists and singers. Each participant will be in an ensemble that meets daily for rehearsals and coachings. The works studied will be presented in a concert in late January. Preformed groups are especially welcome. Permission of the instructors is required. If interested, contact Kivie

Cahn-Lipman or Judith Gordon no later than December 1. May be repeated three times for credit. Registration will take place in January after the participant list is confirmed. (E) 1 credit

Judith Gordon and Kirie Cahn-Lipman

Offered Interterm 2012

220 Topics in World Music

The Music of Japan

An introduction to the music of Japan focusing on selected ritual, instrumental, theatrical and popular music genres. In addition to placing music within its socio-cultural context, the course will explore how distinctly Japanese genres have developed in response to internal social changes and contacts with foreign cultures. There are no prerequisites for this class. (A/S) 4 credits

Margaret Sarkissian

Offered Fall 2011

Master Musicians of Africa I: West Africa

This course concentrates on the lives and music of selected West African musicians. Departing from ethnographic approaches that mask the identity of individual musicians and treat African societies as collectives, this course emphasizes the contributions of individual West African musicians whose stature as master musicians is undisputed within their respective communities. It examines the contributions of individual musicians to the ever continuous process of negotiating the boundaries and identities of African musical practice. Musicians covered this semester include Akan female professional singers in Ghana; Youssou N'Dour (Senegalese musician) and Babatunde Olatunji, the late Nigerian drummer. The variety of artistic expressions of selected musicians also provides a basis for examining the interrelatedness of different African musical idioms, and the receptivity of African music to non-African styles. (A) 4 credits

Bode Omojola

Offered Spring 2012

233 Composition

Basic techniques of composition, including melody, simple two-part writing and instrumentation. Analysis of representative literature. No previous composition experience required. Prerequisite: 110 or permission of the instructor. (A) 4 credits

Donald Wheelock

Offered Fall 2011

251 The History of the Opera

History of the form from its inception to the present, with emphasis on selected masterworks. (H/A) 4 credits

Richard Sherr

Offered Spring 2012

ANT 258 Performing Culture

Not offered 2011–12

325 Writing About Music

In this seminar we will consider various kinds of writing—from daily journalism and popular criticism to academic monographs and scholarly essays—that concern the broad history of Western music. Via regular writing assignments and group discussions of substance and style, students will have opportunities to improve the mechanics, tone, and range of their written prose. Prerequisite: any 300-level course in music or permission of the instructor. (A) 4 credits

Peter Bloom

Offered Spring 2012

340 Seminar in Composition

Prerequisite: a course in composition. Admission by permission of the instructor. May be repeated for credit. (A) 4 credits

Melinda Wagner

Offered Spring 2012

CSC 354 Seminar in Digital Sound and Music Processing

400 Special Studies

In the history of music, world music, composition, or in the theory or analysis of music. By permission of the department, for juniors and seniors. 1 to 4 credits

Offered both semesters each year

Graduate Courses

The department offers no graduate program but will in exceptional circumstances consider admitting an advanced student whose independent studies leading to the M.A. degree would be overseen by the appropriate members of the faculty.

Performance

Admission to performance courses is determined by audition. Students are accepted on the basis of musicianship, competence and potential. Auditions take place during orientation. Please consult the music office or department Web site for details.

When no instructor for a particular instrument is available at Smith College, every effort is made to provide students with qualified instructors from the Five College community. Such arrangements may require Smith students to travel to other campuses within the Five College system.

Courses in performance consist of weekly private lessons. Specific course expectations are determined by the instructor. Two performance courses may not be taken concurrently without permission of the department. This restriction does not apply to chamber music or conducting.

Performance study requires a yearlong commitment. First- and second-year students normally take lessons in addition to a regular course load. With permission of the instructor, a student in the third or fourth year may register for eight credits within or above a regular program. All performance students are encouraged to study music in the classroom. Non-majors and non-minors wishing to take performance beyond the second year must be taking or have already taken two 4-credit classroom courses in music (MUS 100 Fundamentals of Music does not count).

No more than 24 credits in performance courses may be counted toward graduation.

Students wishing to study performance with Five College faculty must obtain departmental approval.

Performance courses require an additional fee, which is waived for music majors and minors.

Performance courses carry the following numbering sequence, credits and section letters:

914y {A} 4 credits, first year of performance study

924y {A} 4 credits, second year of performance study

928y {A} 8 credits, music majors in second year of performance study who, with their teacher's permission, wish to study for full credit. Prerequisite: MUS 914y.

930y {A} Advanced level for variable credit (4 or 8 credits). Can be repeated once. Prerequisite: MUS 924y or 928y.

940y {A} Intensive preparation for a senior recital for those admitted to the Concentration in Performance. Two hour lessons per week. May be substituted for one of the "six further classroom courses above the 100 level" required for the major. Prerequisites: four semesters of performance for credit or the equivalent; audition and permission of the department. 8 credits.

A	Piano	M	Clarinet
B	Organ	N	Bassoon
C	Harpisichord	O	French Horn
D	Voice	P	Trumpet
E	Violin	Q	Trombone
F	Viola	R	Tuba
G	Violoncello	S	Percussion
H	Double Bass	T	Guitar
I	Viola da Gamba	U	Lute
J	Flute	V	Harp
K	Recorder	W	Other Instruments
L	Oboe		

Piano. Judith Gordon, Grant Moss

Organ. Prerequisite: piano 914y or the equivalent.
Grant Moss

Harpisichord. Prerequisite: piano 914y or permission of the instructor. Grant Moss

Voice. Karen Smith Emerson, Jane Bryden, Judith Gray

Violin. Joel Pitchon, Sarah Cornelius

Viola. To be announced

Violoncello. Akiva Cahn-Lipman, Volcy Pelletier

Double bass. (UMass)

Viola da Gamba. Alice Robbins

Wind Instruments. Ellen Redman, flute; Kirsten Had-den Lipkins, oboe; Lynn Sussman, clarinet; Emily Samuels, recorder; Rebecca Eldredge, bassoon

Brass Instruments. Donna Gouger, trumpet; Frederick Aldrich, French horn; trombone, tuba (UMass)

Percussion. (UMass)

Harp. Felice Swados

Guitar. Phillip de Fremery

Drum Set. Claire Arenius

901 Music Ensembles

Chamber Music Ensemble

Open on a limited basis to qualified students who are studying their instruments. This course requires a one-hour lesson and three hours of practice per week. May be repeated. Permission of the instructor required. **[A]** 1 credit

Joel Pitchon, Judith Gordon, Members of the department

Offered both semesters each year

903 Conducting

Baton technique, score reading, problems of conducting choral and instrumental ensembles. Ability to read bass and treble clef required. May be repeated for credit. Admission by permission of the instructor. **[A]** 2 credits

Gregory Brown

Offered Fall 2011

Smith College Orchestra

A symphony orchestra open to Smith students, Five-College students and community members. The orchestra gives one concert each semester and performs at annual events such as Family Weekend and Christmas Vespers. Rehearsals on Tuesday evenings.

Jonathan Hirsh, Conductor

Smith College Javanese Gamelan Ensemble

One concert per semester. Open (subject to space) to Smith students, other Five College students, faculty and staff. No experience necessary. Rehearsals on Wednesday evenings.

Sumarsam and Margaret Sarkissian, Directors

Smith College Jazz Ensemble

One rehearsal per week; at least two concerts per semester. Open to Smith and Five College students and members of the community, with all levels of prior jazz training.

Genevieve Rose, Director

Smith College Wind Ensemble

One rehearsal per week; at least one concert per semester. Open to Smith and Five College students, faculty,

staff and members of the community with prior instrumental experience.

Ellen Redman, Director

Smith College Irish Music Ensemble: The Wailing Banshees

One rehearsal per week; at least one concert per semester. Open by audition or permission of the director to Smith and Five College students, faculty and staff and members of the community.

Ellen Redman, Director

Choral Ensembles

The Choral Program at Smith includes three ensembles. Each ensemble performs annually at Family Weekend, Montage, Autumn Serenade, Christmas Vespers and at college events such as Convocation, Rally Day and some chapel services. All the ensembles perform a varied repertoire including classical, world music, popular songs and Smith songs. At least once each year, the Glee Club, and occasionally the College Chorus, perform a major work with a visiting Men's Glee Club, orchestra and soloists. In alternate years, the Chamber Singers perform on tour in the United States and abroad.

Glee Club: open by audition to sophomores, juniors, seniors and Ada Comstock Scholars. Rehearsals on Monday and Wednesday afternoons.

Jonathan Hirsh, Conductor

Chamber Singers: open to selected members of the choral ensembles by audition. Normally offered in alternate years.

Jonathan Hirsh, Conductor

College Chorus: open by audition to all first-year students and Ada Comstock Scholars. Rehearsals on Monday and Wednesday afternoons.

Gregory Brown, Conductor

The Five College Collegium and Early Music at the Five Colleges

The Five College Early Music Program seeks to provide educational and musical experience for those interested

in the instrumental and vocal music of the Middle Ages, the Renaissance and the baroque period. An extensive collection of medieval, Renaissance and baroque instruments is available to students for study and performance, and there are large holdings in the music libraries of the Five Colleges. Students may participate in the Five College Collegium (open by audition), may join ensembles organized on the various campuses, and may take, for a fee, individual and noncredit group instruction. Smith students should contact Jane Bryden, Emily Samuels or Alice Robbins for further details.

Robert Eisenstein, Director

The Major

Advisers: Members of the department

Adviser for Study Abroad: Peter Bloom

Requirements: Ten semester courses, the basis (102, 110 and 202), six further classroom courses above the 100 level and 325 in the senior year. Of the six further classroom courses, at least one must be taken in three of the following areas:

History of Western music
American music
World music
Music theory and analysis
Composition and digital music

In world music and in American music, 101 and 105 or 106, respectively, may be substituted for a further classroom course above the 100 level. In music theory and analysis, students who place out of 110—a placement test is administered at the opening of the fall semester—are welcome to take in its stead any classroom course in music as they complete the 10 courses required for the major.

Students who are contemplating graduate work in any branch of music should consult an appropriate member of the department for advice in selecting suitable elective courses. Students interested in graduate work in music are urged to acquire some knowledge of German, French or Italian (for studies in the Western tradition) or of a relevant foreign language (for studies beyond the Western tradition).

The S/U grading option is not allowed for courses counting towards the major.

Music Major with Concentration in Performance

Majors who have demonstrated an extraordinary level of achievement in performance may, before March of their junior year, seek via audition before a representative committee of the department, to substitute 940y (for 8 credits) in their senior year for one of the “six further classroom courses above the 100 level” required for the major.

The Minor

Advisers: Members of the department

Requirements: Six semester courses: the basis (102, 110, 202) and three further classroom courses of which at least two should be above the 100 level.

Students who place out of 110—a placement test is administered at the opening of the fall semester—are welcome to take in its stead any classroom course in music as they complete the six courses required for the minor.

The S/U grading option is not allowed for courses counting toward the minor.

Honors

Director: Margaret Sarkissian (Fall 2011), Steve Waksman (Spring 2012)

430d Honors Project

8 credits

Full-year course; Offered each year

431 Honors Project

8 credits

Offered each Fall

Requirements: A GPA of 3.5 in classroom courses in music through the end of the junior year; a GPA of 3.3 in courses outside music through the end of the junior year. Honors students will fulfill the requirements of the major, will present a thesis or composition (430d or 431) equivalent to eight credits, and will take an oral examination on the subject of the thesis. The thesis in history, theory or cultural studies will normally be a

research paper of approximately 50 pages. The thesis in composition will normally be a chamber work of substantial duration. The final grade (highest honors, high honors, honors, pass) will be calculated as follows: thesis (60 percent); grades in music (20 percent); performance on the oral examination (20 percent).

Examination: Students will take an oral examination on the subject of their theses.

proficiency. Other areas that students are encouraged to explore include experiential learning, a study abroad or domestic exchange experience, in-depth study of a single musical tradition or comparative studies of several musical traditions.

List of Courses and Ensembles

Will be posted and updated on our Web site: www.five-colleges.edu/sites/ethnomusicology

The Five College Ethnomusicology Certificate Program

Advisers: Members of the Five College Ethnomusicology Committee.

The Certificate Program in Ethnomusicology will provide a coherent framework for navigating course offerings and engaging with ethnomusicologists throughout the Five Colleges.

Requirements: To obtain a Five College certificate in Ethnomusicology, students must successfully complete a total of seven (7) courses distributed as indicated in the following four (4) categories.

No more than five courses can be from any one department/discipline, and introductory courses in basic musicianship do not count towards the requirements.

- 1) Area Studies or Topics courses: at least two courses
- 2) Methodology: at least two courses
- 3) Performance: at least one course
- 4) Electives: negotiated in consultation with the student's ethnomusicology adviser, incorporating courses from related disciplines including: anthropology, sociology, history or media studies; area studies fields such as African Studies, American Studies, Asian Studies or Middle East Studies; or others related to a particular student's ethnomusico-logical interests.

Since ethnomusicological research and related musical performance may require understanding of and competence in a foreign language, students are encouraged, but not required, to achieve relevant language

Neuroscience

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Neuroscience Committee

Margaret E. Anderson, Professor of Biological Sciences

*¹ Mary Harrington, Professor of Psychology

**² Virginia Hayssen, Professor of Biological Sciences

Richard Olivo, Professor of Biological Sciences

Stylianios Scordilis, Professor of Biological Sciences

David Bickar, Professor of Chemistry

Adam Hall, Associate Professor of Biological Sciences,

Director

Susan Voss, Associate Professor of Engineering

**¹ Maryjane Wraga, Associate Professor of Psychology

Michael Barresi, Assistant Professor of Biological Sciences

Annaliese Beery, Assistant Professor of Biological Sciences

Beth Powell, Lecturer in Psychology

230 Experimental Methods in Neuroscience

A laboratory course exploring anatomical research methods, neurochemical techniques, behavioral testing, design of experiments and data analysis. Prerequisites: PSY 210 or 221 and CHM 111 or 118 or permission of the instructor. Not open to seniors. Enrollment limited to 14. **[N]** 4 credits

Beth Powell, Fall 2011

Mary Harrington, Spring 2012

Offered Fall 2011, Spring 2012

314 Neuroendocrinology

This course investigates how the brain regulates the production and release of hormones, as well as how hormones act on the brain to affect behaviors such as aggression, affiliation, parenting, sexual behavior, feeding and learning. Concurrent enrollment in NSC 315 is recommended but not required. Prerequisites: PSY 210 and one of BIO 200, 202 or 230 or permission of the instructor. Enrollment limited to 20. **[N]** 4 credits

Annaliese Beery

Offered Spring 2012

315 Neuroendocrinology Laboratory

Laboratory sessions in this course will complement the material in NSC 314 by exploring the neuroanatomy of the endocrine system, methods of detecting and assessing hormone action, and correlations between hormone levels and experiences of daily life. Enrollment

limited to 16. Prerequisite: NSC 314 (must be taken concurrently). **[N]** 1 credit

Annaliese Beery

Offered Spring 2012

312 Seminar in Neuroscience

Biological Rhythms

Molecular, physiological and behavioral studies of circadian and circa-annual rhythms. Prerequisites: NSC 230, a course in statistics, one of: BIO 200, 202 or 230 and permission of the instructor. Enrollment limited to 12. **[N]** 4 credits

Mary Harrington

Offered Spring 2012

400 Special Studies

A scholarly project completed under the supervision of any member of the program. Permission of the instructor required. 1–5 credits

Offered both semesters each year

The Major

Core courses: BIO 150/151; CHM 111 or 118, 222; PSY 210; two courses with laboratories from BIO 200/201, 202/203, 230/231; PSY 190, MTH 190 or 245; NSC 230; two courses with laboratories from the following: BIO 300/301, 302/303, 310/311, NSC 314/315.

Two electives:

1. Select one from BIO 200, 202, 230, 300/301, 302, 310, 362, 363, NSC 311, EGR 380, PSY 218, 219, 221, 222, 227.
2. Select one from NSC 312, 400 (special studies, 4 or 5 credits), 430d/432d (Thesis), BIO 323, BCH 380, PSY 314, 319, 326.

A total of 53 credits is required in the major. The S/U option may not be used for courses in the major. A student who places out of required courses with AP or IB credits is expected to replace those courses with others offered in the major. Credits should be earned by taking an additional elective. NSC 230 is not open to seniors.

BIO 200, 202, 230, 300, 302, 310 or NSC 311 may be taken as either core or elective, but one course cannot be counted as both core and elective.

BIO 150 Cells, Physiology and Development

Students in this course will investigate the structure, function and physiology of cells, the properties of biological molecules, information transfer from the level of DNA to cell-cell communication, and cellular energy generation and transfer. The development of multicellular organisms and the physiology of selected organ systems will also be explored. Laboratory (BIO 151) is recommended but not required. Enrollment limited to 80. **[N]** 4 credits

Richard Briggs, Michael Barresi, Carolyn Wetzel
Offered Fall 2011, Spring 2012

BIO 151 Cells, Physiology and Development Laboratory

Laboratory sessions in this course will combine observational and experimental protocols. Students will examine cellular molecules, monitor enzymatic reactions, photosynthesis and respiration to study cellular function. Students will also examine embryology and the process of differentiation, the structure and function of plant systems, and the physiology of certain animal systems. Prerequisite: BIO 150, (normally taken concurrently). **[N]** 1 credit

Carolyn Wetzel, Judith Wopereis, Graham Kent
Offered Fall 2011, Spring 2012

BIO 200 Animal Physiology

Functions of animals, including humans, required for survival (movement, respiration, circulation, etc.); neural and hormonal regulation of these functions; and the adjustments made to challenges presented by

specific environments. Prerequisites: BIO 150/151 and CHM 111 or CHM 118. Laboratory (BIO 201) is optional but strongly recommended. **[N]** 4 credits
Richard Briggs and Margaret Anderson
Offered Fall 2011

BIO 201 Animal Physiology Laboratory

Experiments will demonstrate concepts presented in BIO 200 and illustrate techniques and data analysis used in the study of physiology. BIO 200 must be taken concurrently. **[N]** 1 credit

Richard Briggs and Margaret Anderson
Offered Fall 2011

BIO 202 Cell Biology

The structure and function of eukaryotic cells. This course will examine contemporary topics in cellular biology: cellular structures, organelle function, membrane and endomembrane systems, cellular regulation, signaling mechanisms, motility, bioelectricity, communication and cellular energetics. This course is a prerequisite for Biochemistry I (BCH 252). Prerequisites: BIO 150/151 and CHM 222. Laboratory (BIO 203) is recommended but not required. **[N]** 4 credits

Stylianios Scordilis
Offered Fall 2011

BIO 203 Cell Biology Laboratory

Inquiry-based laboratory using techniques such as spectrophotometry, enzyme kinetics, bright field and fluorescence light microscopy and scanning electron microscopy. There will be an emphasis on student-designed projects. This course is a prerequisite for Biochemistry I Laboratory (BCH 253). Prerequisite: BIO 202, (should be taken concurrently). **[N]** 1 credit

Graham Kent, Chris Vriezen
Offered Fall 2011

BIO 230 Genomes and Genetic Analysis

An exploration of genes and genomes that highlights the connections between molecular biology, genetics, cell biology and evolution. Topics will include DNA and RNA, and protein structure and function, gene organization, mechanisms and control of gene expression, origins and evolution of molecular mechanisms and gene networks. The course will also deal with the principal experimental and computational tools that have advanced relevant fields, and will introduce students to the rapidly expanding databases at the core of contemporary biology. Relying heavily on primary

literature, we will explore selected topics including the molecular biology of infectious diseases, genetic underpinnings of development, the comparative analysis of whole genomes and the origin and evolution of genome structure and content. Prerequisites: BIO 110 or 152. Laboratory (BIO 231) is recommended but not required. **{N}** 4 credits

Steven Williams and Robert Merritt

Offered Spring 2012

BIO 231 Genomes and Genetic Analysis Laboratory

A laboratory designed to complement the lecture material in 230. Laboratory and computer projects will investigate methods in molecular biology including recombinant DNA, gene cloning and DNA sequencing as well as contemporary bioinformatics, data mining and the display and analysis of complex genome databases. Prerequisite: BIO 230 (should be taken concurrently). **{N}** 1 credit

Lori Saunders, Lou Ann Bierwert, To be announced

Offered Spring 2012

BIO 300 Neurophysiology

The function of nervous systems. Topics include electrical signals in neurons, synapses, the neural basis of form and color perception, and the generation of behavioral patterns. Prerequisites: BIO 200 or 202.

Laboratory (BIO 301) must be taken concurrently. Web site: tinyurl.com/bio300. **{N}** 4 credits

Richard Olivo

Offered Spring 2012

BIO 301 Neurophysiology Laboratory

Electrophysiological recording of signals from neurons, including an independent project in the second half of the semester. BIO 300 must be taken concurrently. **{N}** 1 credit

Richard Olivo

Offered Spring 2012

BIO 302 Developmental Biology

How does a single cell give rise to the complexity and diversity of cells and forms that make us the way we are? Developmental biology answers this question by spanning disciplines from cell biology and genetics to ecology and evolution. The remarkable phenomena that occur during embryonic development will be presented in concert with the experiments underlying our current knowledge. We will web conference with the

prominent developmental biologists whose research we are covering. Prerequisites: BIO 150, BIO 152 and BIO 202 or BIO 230; BIO 154 is suggested. **{N}** 4 credits

Michael Barresi

Offered Fall 2011

BIO 303 Research in Developmental Biology

Students will design and carry out their own experiments focused on neural and muscle development using zebrafish as a model system. Techniques covered will include embryology, indirect immunocytochemistry, in situ hybridization, microinjection of RNA for gain or loss of function studies, pharmacological analysis, GFP-transgenics, an array of microscopy techniques. This laboratory is designed as a true research experience and thus will require time outside of the normally scheduled lab period. BIO 302 (must be taken concurrently). Enrollment limited to 12. **{N}** 1 credit

Michael Barresi

Offered Fall 2011

BIO 310 Cellular and Molecular Neuroscience

Molecular level structure-function relationships in the nervous system. Topics include: development of neurons, neuron-specific gene expression, mechanisms of neuronal plasticity in learning and memory, synaptic release, molecular biology of neurological disorders and molecular neuropharmacology. Prerequisites: BIO 202, or BIO 230 or permission of the instructor. Enrollment limited to 20. **{N}** 4 credits

Adam Hall

Offered Fall 2011

BIO 311 Research in Molecular Neuroscience

This laboratory initially uses tissue culture techniques to study the development of primary neurons in culture (e.g. extension of neurites and growth cones). This is followed by an introduction to DNA microarray technology for studying gene expression in the brain. The rest of the laboratory uses the *Xenopus* oocyte expression system to study molecular structure-function. Oocytes (frog eggs) are injected with DNA encoding for a variety of ion channels. The second half of the semester involves a lab project using the expression system to investigate channel characteristics or pharmacology. BIO 310 is a prerequisite and must be taken concurrently. Enrollment limited to 20 **{N}** 1 credit

Adam Hall

Offered Fall 2011

BIO 323 Seminar: Topics in Developmental Biology Stem Cells and Their Amazing "Potential"

Whether at dinner tables, the halls of congress and church, or a patient's bedside, the promise of stem cells is highly debated. This course will explore stem cells from a detailed cellular, genetic and molecular description to discussions of the ethical concerns. We will investigate the differences between embryonic versus adult stem cells and their related potential to the development of different cell types and their role in development, disease, trauma and cancer. Course material will mainly be derived from primary research literature as a springboard to hold video conference discussions with the actual researchers who conducted the work. A letter of intent should be emailed at time of registration. Prerequisites: BIO 150, 152, and at least one upper level course in the area of cells, physiology and development. May not be repeated for credit. Enrollment limited to 12. **{N}** 4 credits

Michael J. Barresi

Offered Spring 2012

BIO 362 Animal Behavior

Examination of the many approaches to the study of animal behavior. Topics include history of the field, physiological bases of behavior, and behavioral ecology and evolution. Prerequisite: one of the following: BIO 260, 272, 363, a statistics course or permission of the instructor. **{N}** 3 credits

Virginia Hayssen

Offered Fall 2011

BIO 363 Animal Behavior: Methods

Research design and methodology for field and laboratory studies of animal behavior. Prerequisite, one of the following: BIO 260, 272, 362, a statistics course or permission of the instructor. Enrollment limited to 15 students. **{N}** 3 credits

Virginia Hayssen

Offered Fall 2012

BCH 380 Seminar: Topics in Biochemistry

Topic: Biochemical Bases of Ischemia. There has been a surge in understanding of the biochemical and molecular bases of ischemic damage and stroke. This seminar will explore the molecular bases for cell and tissue damage during ischemia in muscle and in the nervous system, and will explore molecular mechanisms for pre-conditioning tissues against such

damage. Prerequisite: Cell Biology, BIO 202. **{N}** 3 credits
Adam Hall and Stylianos Scordilis
Offered Spring 2012

PSY 210 Introduction to Neuroscience

An introduction to the organization and function of the mammalian nervous system. An in depth exploration of the brain using multiple levels of analysis ranging from molecular to cognitive and behavioral approaches. An appreciation of how brain cells interact to orchestrate adaptive responses and experiences will be gained. Seniors require permission of the instructor. This course has no prerequisites. **{N}** 4 credits

Adam Hall

Offered Spring 2012

PSY 218 Cognitive Psychology

Theory and research on current topics in cognition, including attention, perception, concept formation, imagery, memory, decision making and intelligence. Prerequisite: 111 or permission of the instructor. **{N}** 4 credits

Maryjane Wraga

Offered Spring 2012

PSY 221 Physiology of Behavior

Introduction to brain-behavior relations in humans and other species. An overview of anatomical, neural, hormonal and neurochemical bases of behavior in both normal and clinical cases. Major topics include the biological basis of sexual behavior, sleep, emotions, depression, schizophrenia, autism, ADHD and neurological disorders. Open to entering students. **{N}** 4 credits

Beth Powell

Offered Fall 2011, Fall 2012

PSY 222 Psychopharmacology

This course will examine the effects of drugs on the nervous system and associated changes in mood, cognition, and behavior. Legal and illegal recreational drugs will be considered, as well as therapeutic agents used to treat psychological illnesses such as depression and schizophrenia. Focus will be on understanding the effects of drugs on synaptic transmission, as well as how neural models might account for tolerance and addiction. The course will also cover issues with social impact such as the effects of drugs on fetal development, the pharmaceutical industry, and effective

treatments for drug abuse. Prerequisite: 210 or 221 or permission of the instructor. **{N}** 4 credits

Beth Powell

Offered Spring 2012, Spring 2013

PSY 227 Brain, Behavior and Emotion

This course explores emotions and emotional behaviors from their evolution to their neural substrates. Topics include functions of emotions, fear, stress, social bonding, motivation and happiness. Special attention will be paid to the ways in which the environment interacts with biology to shape subjective experience and behavior. Prerequisites: Introduction to Psychology, Introduction to Neuroscience or permission of the instructor.

{N} 4 credits

Annaliese Beery

Offered Fall 2011, Fall 2012

PSY 314 Seminar in Foundations of Behavior

Topic: Cognition in Film. This seminar explores the cognitive processes underlying human perception and comprehension of film, the techniques film makers use to capitalize on these processes, as well as the general portrayal of cognition by film makers. We will read and discuss empirical articles and view relevant examples of film. Topics range from change blindness and apparent motion to various depictions of amnesia in 20th century film. Prerequisite: PSY 218 or PSY 219 or permission of the instructor. **{N}** 4 credits

Maryjane Wraga

Offered Spring 2013

PSY 326 Seminar in Biopsychology

Topic: Alzheimer's Disease. Prerequisite: A 200-level course in biopsychology, a 200-level course in biology, a course in statistics and a course in research methods. Enrollment limited to 12. **{N}** 4 credits

Mary E. Harrington

Offered Fall 2012

Adviser for Study Abroad: Mary Harrington

Adviser for Transfer Students: Virginia Hayssen

The Minor

Required core courses: PSY 210 or 221 and a 300-level course selected in consultation with the adviser.

Choose four electives from: PSY 210, 218, 221, 222, 227, 312, 326; NSC 311, 312; BIO 200, 202, 206, 300, 302, 310; BCH 380.

The S/U option may not be used for courses in the minor.

Honors

Director: Adam Hall

430d Honors Project

8 credits

Full-year course; offered each year

432d Honors Project

12 credits

Full-year course; offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Philosophy

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

Jill G. de Villiers, Ph.D. (Psychology and Philosophy)

^{§2} John M. Connolly, Ph.D.

Elizabeth V. Spelman, Ph.D., *Chair*

² Jay L. Garfield, Ph.D.

^{*1} Albert Mosley, Ph.D.

Nalini Bhushan, Ph.D.

^{**1} Susan Levin, Ph.D.

Associate Professor

^{*1} Jeffrey Ramsey, Ph.D.

Lecturers

Ernest Allava, Ph.D.

Andrew Lambert

Research Associates

Janice Moulton, Ph.D.

Meredith W. Michaels, Ph.D.

Introductory and intermediate courses are open to all students, unless otherwise noted. Upper-level courses assume some previous work in the department or in fields related to the particular course concerned. The 300-level courses are primarily for juniors and seniors. Where special preparation is required, the prerequisite is indicated in the description.

LOG 100 Valid and Invalid Reasoning: What Follows From What?

Formal logic and its application to the evaluation of everyday arguments, the abstract properties of logical systems, the implications of inconsistency. Examples drawn from law, philosophy, economics, literary criticism, political theory, commercials, mathematics, psychology, computer science, off-topic debating and the popular press. Deduction and induction, logical symbolism and operations, paradoxes and puzzles. May not be taken for credit with PHI 202. **(M)** 4 credits

James Henle (Mathematics), Jay Garfield (Philosophy)

Offered Fall 2011

LOG 101 Plausible and Implausible Reasoning: What Happened? What Will Happen Next?

This course is designed for students who are uncomfortable with symbolic systems. It will provide an elementary introduction to the structure and function of propositional and predicate logic. This will include translating ordinary language statements and arguments into symbolic form; using truth tables to

calculate truth values and determine the validity of arguments in finite universes; quantification in infinite universes; direct, indirect and conditional proof techniques in propositional and predicate logic. The course will also survey topics in inductive logic involving probabilistic and statistical reasoning and elements of decision theory. Enrollment limited to 24. **(M)** 4 credits

Albert G. Mosley

Offered Spring 2012

108/REL 108 The Meaning of Life

This course asks the big question, "What is the Meaning of Life?" and explores a range of answers offered by philosophers and religious thinkers from a host of different traditions in different eras of human history. We will explore a variety of forms of philosophical and religious thinking and consider the ways in which philosophical and religious ideas can be directly relevant to our own lives. **(H/L)** 4 credits

Nalini Bhushan (Philosophy), Andy Rotman (Religion)

Offered Spring 2012

112 Introduction to Chinese Philosophy

Introduction to some of the canonical texts and most influential ideas in the early Chinese philosophical schools, including those of Confucius, Mencius and Zhuangzi. Questions to be covered include What is the nature of reality? How can we know what is the right thing to do? What is the self? How important is the fam-

ily and obeying parents and guardians? Is there such a thing as "human nature?" Does anyone have access to the truth? How should we understand the relationship between humans and the natural world? (E) **{H}** 4 credits

Andrew Lambert

Offered Fall 2011

FYS 113 Meanings and Values in the World of Work

This course examines diverse issues regarding work: What significance does work have in our lives? How does it vary across communities, classes and professions? How is it related to individual and group identity? How is it related to family life and individual well-being? What makes work desirable or undesirable, and meaningful or meaningless? What rights, interests and obligations does or should it involve? Is there a right or obligation to work? How should various opportunities, benefits and burdens associated with work be distributed? How are work and education related? How should work be organized and controlled? What forms of cooperation and conflict exist in work? How are notions of play and leisure related to work? Enrollment limited to 16 first year students. (E) **WI {S}** 4 credits

Ernest Alleva (Philosophy)

Offered Fall 2011

124 History of Ancient and Medieval Western Philosophy

A study of Western philosophy from the early Greeks to the end of the Middle Ages, with emphasis on the pre-Socratics, Plato, Aristotle, the Stoics and Epicureans, and some of the scholastic philosophers. **{H/M}** 4 credits

Susan Levin

Offered Fall 2011

125 History of Early Modern European Philosophy

A study of Western philosophy from Bacon through the 18th century, with emphasis on Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume and especially Kant. Maximum number of students per section 15. **{H/M}** 4 credits

Jeffrey Ramsey

Offered Spring 2012

200 Philosophy Colloquium

Intensive practice in writing and discussing philosophy, and in applying philosophical methods to key problems raised in essays written by members of the philosophy department. Required for majors, optional for minors. Normally taken in the sophomore year. Prerequisite: Two

college courses in philosophy, one of which may be taken concurrently, or permission of the instructor. **WI** 4 credits
John Connolly

Offered Spring 2012

209/PSY 209 Philosophy and History of Psychology

An examination of the philosophical issues which have troubled psychology as a science, such as determinism and free will, conscious and unconscious processes, the possibility and efficacy of self-knowledge, behaviorism vs. mentalism, and the relation of mind and brain. Prerequisite: at least one 100-level course in philosophy or psychology. **{N}** 4 credits

Jill de Villiers

Offered Fall 2011

211 The Philosophy of Ludwig Wittgenstein

Ludwig Wittgenstein is arguably the most influential philosopher of the 20th century. It is impossible to understand many of the philosophical movements of either the last century or this one without an appreciation of his ideas. In this course we will closely read his most important philosophical texts (*Tractatus Logico-Philosophicus* and *Philosophical Investigations*), as well as his last work, *On Certainty*. Prerequisites: Previous work in philosophy is highly recommended. In other cases, permission of the instructor will be required. **{H/M}** 4 credits

John Connolly

Offered Fall 2011

213/PSY 213 Language Acquisition

The course will examine how the child learns her first language. What are the central problems in the learning of word meanings and grammars? Evidence and arguments will be drawn from linguistics, psychology and philosophy, and cross-linguistic data as well as English. Prerequisite: either PSY 111, PSY 233, PHI 100 or PHI 236 or permission of the instructor. **{N}** 4 credits

Jill de Villiers

Offered Fall 2011

220 Incompleteness and Inconsistency: Topics in the Philosophy of Logic

Among the most important and philosophically intriguing results in 20th-century logic are the limitative theorems such as Gödel's incompleteness theorem and Tarski's demonstration of the indefinability of truth in certain languages. A wide variety of approaches to resolving fundamental mathematical and semantical paradoxes have emerged in the wake of these results, as well

as a variety of alternative logics including paraconsistent logics in which contradictions are tolerated. This course examines logical and semantic paradoxes and their philosophical significance, as well as the choice between accepting incompleteness and inconsistency in logic and knowledge. Prerequisite: one course in logic. **{M}** 4 credits

Jay L. Garfield

Offered Spring 2012

222 Ethics

An examination of the works of some major moral theorists of the Western philosophical tradition, and their implications for our understanding of the nature of the good life and the sources and scope of our moral responsibilities. Enrollment limited to 25 students.

{H/S} 4 credits

Ernest Allera

Offered Spring 2012

226 Topics in the History of Philosophy

Topic: Human Action and the Will in Aristotle and Medieval Philosophy. The notion of the will has been a crucial one in ethics and the philosophy of human action from Aristotle to the present day. Yet treatments of it have varied greatly over the centuries. A case in point is the development of the notion, as inherited from classical pagan thought, by the Christian thinkers of the Middle Ages: Augustine, Aquinas, Duns Scotus and Meister Eckhart. We will examine the development of the concept of will (and 'weakness of will') in Aristotle and these medieval thinkers. It is recommended that students have read Aristotle's *Ethics* before taking this course. **{H}** 4 credits

John Connolly

Offered Spring 2012

229 Family, Friends and Guanxi: A Confucian Ethics of Personal Relationships

What does Confucian friendship consist in? Under what circumstances does acting for family and friends conflict with the demands of morality? To what extent should society be organized according to defined roles and relationships? Does ritualized interaction with others make us more civilized or diminish our freedom? Readings from the Confucian tradition, along with criticisms from other schools such as the Daoists and Mohists. Some comparisons with views in Western philosophy. (E) **{H/S}** 4 credits

Andrew Lambert

Offered Spring 2012

233 Aesthetics

How are works of art like and unlike other objects in the worlds that humans inhabit and make, like and unlike other human projects? What capacities are called upon in the creation and understanding of such works? What is the role of art and the artist in contemporary society? We will read essays on aesthetics by Aristotle, Hume, Kant, Nietzsche, Heidegger, Bell, Dewey, Danto, Benjamin, Berger, Sontag, Nochlin and Lyotard, among others. Experience with art is welcome but not required. Assignments will be hands-on and applied, involving extensive use of the resources of the Smith College Museum of Art. **{S/A}** 4 credits

Nalini Bhushan

Offered Spring 2012

234 Philosophy and Human Nature: Theories of the Self

Topic: Desire. For many philosophical and religious thinkers, desire has been a source of some anxiety: depicted as being by their very nature powerful and insatiable, desires appear to weaken people's capacities to control themselves and at the same time to open up opportunities for other people to control them. Focusing especially on the importance of desire to a consumer society, we shall be examining questions such as: Is it possible to make a clear distinction between need and desire? To what extent are desires plastic, pliable, amenable to reshaping? Are we in any sense responsible for our desires? **{S}** 4 credits

Elizabeth V. Spelman

Offered Fall 2011

235 Morality, Politics and the Law

This course explores central issues of moral, political and legal philosophy in relation to alternative interpretations of the meaning and importance of core values such as justice, rights, equality, community and liberty. We will examine various perspectives on these issues, including versions of liberal, libertarian, communitarian and feminist approaches presented by influential contemporary moral and political theorists. Prerequisite: one course in moral or political philosophy. **{S}** 4 credits

Elizabeth V. Spelman

Offered Spring 2012

236 Linguistic Structures

Introduction to the issues and methods of modern linguistics, including morphology, syntax, semantics, phonology and pragmatics. The focus will be on the revolution in linguistics introduced by Noam Chomsky,

and the profound questions it raises for human nature, linguistic universals and language acquisition. **{N/M}** 4 credits

Jill de Villiers

Offered Spring 2012

241 Business Ethics: Moral Issues in the Boardroom and the Classroom

An investigation of ethical questions that arise in the world of business, including the business of the academy; and scrutiny of the moral principles that may enable us to cope successfully with these questions. Issues to be discussed include the responsibilities of businesses and the academy toward their various stakeholders, including society at large and the environment; the ethics of investment, including endowments; product liability; advertisement and the principle of caveat emptor; sexual harassment; employee rights; spirituality and the workplace, and special privileges of the academy (academic freedom, tenure, etc.). The case-study method will be used. Not open to first-year students. Enrollment limited to 40. **{S}** 4 credits

John Connolly

Offered Fall 2011

250 Epistemology

Topic: Ignorance. What is ignorance? Is it simply lack of knowledge? What is its relation to illusion, deception, self-deception? What is the difference between being ignorant of something and ignoring it? Is ignorance something for which one can be held responsible? Something for which one can be punished? Something for which one can be rewarded? To what social and political ends has ignorance been put, and how? **{S}** 4 credits

Elizabeth V. Spelman

Offered Spring 2012

253j Indo-Tibetan Buddhist Philosophy and Hermeneutics

This intensive course is taught at the Central Institute of Higher Tibetan Studies in Sarnath, India, as part of the Hampshire/Five Colleges in India program. Students take daily classes in Buddhist philosophy, Indo-Tibetan hermeneutics and Tibetan history and culture, taught by eminent Tibetan scholars, and attend regular discussion sessions as well as incidental lectures on topics including Tibetan art history and iconography, Tibetan astrology and medicine and Tibetan politics. Students explore Varanasi and we visit important Buddhist historical and pilgrimage sites. Each student is

paired with a Tibetan student "buddy" so as to get an inside view of Tibetan culture. Enrollment limited to 15, and requires application and acceptance by the H/5CIP. Pay attention to calls for early application. Deadlines fall mid-October. No prerequisites. **{H/S/M}** 3 credits

Jay Garfield

Offered January 2012

255 Philosophy and Literature

Of late there has been talk of philosophy's being at an end or at least in need of transformation. In order to provide a measure of renewal, people are considering whether approaches taken and insights expressed in literature might enrich the study of philosophy. We will explore this issue through an examination of philosophical and literary treatments of friendship from different periods in the Western tradition, and of literary and philosophical reflections on human flourishing in the 20th century. We will also consider work by contemporary philosophers on the topic of what literature might have to contribute to the philosophical enterprise. Prerequisite: one course in philosophy or permission of the instructor. **{H/L}** 4 credits

Susan Levin

Offered Fall 2011

PRS 302 Whose Voice? Whose Tongue? The Indian Renaissance and Its Aftermath

The Indian Renaissance in the mid-19th century represented a resurgence of interest in and development of classical Indian culture and learning. It also involved an explosion of new art, political and social movements and philosophy arising from the confluence of indigenous Indian ideas and imports brought by British colonialists and foreign-returned Indians who traveled in the context of the colonial situation. The ferment generated by the renaissance fueled the Indian independence movement and is the context against which contemporary Indian society is constituted. We will examine India's vast contributions to contemporary world culture against the backdrop of this fascinating period, reading the philosophy, art, theatre, poetry, politics and religious texts this period produced. Prerequisites: at least two intermediate level courses either in philosophy or south Asian history, including Indian history, literature, art or philosophy. Enrollment limited to 15 juniors and seniors. (E) **{L/H}** 4 credits

Jay Garfield and Nalini Bhushan (Philosophy)

Offered Fall 2011

PRS 303 Talking Trash

Questions about waste permeate our lives. Perhaps most obviously there is the never-absent concern, across time and culture, about what to do with the waste humans generate in virtue of their biological processes, their practices of production, and their habits of consumption. At the same time, deciding what counts as waste is an inescapable part of our lives. "Waste," along with close relatives such as "trash," "rubbish," and "garbage," is part of the normative vocabulary we employ in evaluating the usefulness of the people and things around us, the projects we undertake, the way we spend our time. Enrollment limited to 12 juniors and seniors. (E) **[S]** 4 credits

Elizabeth V. Spelman

Offered Fall 2010

310 Seminar: Recent and Contemporary Philosophy

Topic: Contemporary Political Philosophy. This course will examine contemporary work in political philosophy and will address alternative theoretical approaches to issues of justice, rights, equality, well-being and liberty. Authors will include Rawls, Nozick, Walzer, Okin and others. Recommended: prior course work in ethics or political philosophy. 4 credits

Ernest Alleva

Offered Spring 2012

PRS 326 The Ethics of Slavery

Slavery is almost universally condemned in the modern world, but it was accepted as an integral part of the moral order for most of history. This course will explore various manifestations of slavery in ancient and modern times—war captives, debtors, convicted felons, chattel slavery, "white" slavery, child slavery—and their treatment in the philosophical literature. It will explore the moral arguments for and against the abolition of European slavery, the abolition of the African slave trade, the abolition of American slavery, and the abolition of contemporary forms of slavery. Special attention will be given to Christian, Enlightenment and Utilitarian systems of morality. Enrollment limited to 12 juniors and seniors. (E) **[H/S]** 4 credits

Albert Mosley

Offered Spring 2012

Cross-Listed Courses

HSC 211 Perspectives in the History of Science

Topic: The Scientific Revolution. What was the Scientific Revolution of the 16th and 17th centuries? Did a revolution even occur? If it did, was it really revolutionary? If it occurred, what forces produced it? How did the boundaries of 'science,' which was known as 'natural philosophy,' change during this time period? Readings will be drawn from primary and secondary sources.

[H/N] 4 credits

Jeffrey Ramsey

Offered Spring 2012

REL 221 Jewish Spirituality: Philosophers and Mystics

Lois Dubin

Offered Fall 2011

400 Special Studies

For senior majors, by arrangement with the department. 1 to 4 credits

Offered both semesters each year

408d Special Studies

For senior majors, by arrangement with the department. 8 credits

Full-year course; Offered each year

The Major

Advisers: Members of the department

Advisers for Study Abroad: Jay L. Garfield

Requirements: Ten semester courses in Philosophy including: two courses in the history of philosophy, at least one of which must be PHI 124 or PHI 125; either LOG 100, LOG 101 or PHI 202; three 200-level courses, one each from three of the following areas (check department Web site for designation of current courses): (1) Value Theory; (2) Social/Political Philosophy; (3) Culture and Material Life; (4) Metaphysics and Epistemology; (5) Language and Logic; (6) Science and Technology; PHI 200, normally taken in the sophomore year; two 300-level courses.

Notes: (1) topics courses, such as 210, may fall under different rubrics in different years; (2) courses in relat-

ed departments may be included in the major program of ten courses only with approval of the department; petitions for approval must be filed with the department at least one week before the beginning of the semester in which the course is offered.

Students and their faculty advisers together will regularly assess the student's progress in the major in light of the following desiderata:

Skills and competencies: e.g., LOG 100, PHI 200, the ability to write papers of varying lengths (from 2 to 25 pages to honors theses), knowing how to locate and assess scholarly literature, being comfortable at presenting philosophical material orally. Philosophy majors are expected to master all of these; and

Breadth and depth of understanding of texts, topics and themes, traditions and perspectives. Each of the following is a strong desideratum for a philosophy major:

1. systematic study of one or more major philosophical texts;
2. topics and themes: e.g., human beings' relationship to technology, to the environment; the relationship between language and reality; the nature and functions of human cognition; human flourishing; the human body; the significance of race, gender, class; the meaning of work; the meaning of life; end-of-life care
3. traditions: tracing philosophical dialogues through time—ancient, medieval and modern philosophy, continental philosophy, Indian philosophy, Buddhism, African philosophy, etc.;
4. perspectives: understanding the joining or clashing of perspectives across cultures or subcultures—such courses as *The Meaning of Life*, *Cosmopolitanism*, *Hermeneutics*; *Meaning and Interpretation*, and those that explore the significance of race, class, gender and nation;
5. extensive study of the philosophy of a single major figure;
6. an element of study in a related field or fields.

The Minor

Advisers for the Minor: Members of the department

The minor in philosophy consists of at least five courses: a two-course “basis,” which typically will include a course in LOG and a 100-level PHI course;

and a three-course “concentration,” to be built by the student in close consultation with her adviser and with the approval of the department.

Honors

Director: Nalini Bhushan

430d Honors Project

8 credits

Yearlong course; Offered each year

431 Honors Project

8 credits

Offered each Fall

432d Honors Project

12 credits

Yearlong course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Graduate

Advisers: Members of the department

580 Advanced Studies

By permission of the department, for graduates and qualified undergraduates: *Theory of Probable Inference*, *Topics in Logical Theory*, *Philosophy of Language*, *Contemporary Ethics*. 4 or 8 credits

Offered both semesters each year

580d Advanced Studies

By permission of the department, for graduates and qualified undergraduates: *Theory of Probable Inference*, *Topics in Logical Theory*, *Philosophy of Language*, *Contemporary Ethics*. 8 credits

Yearlong course; Offered each year

590 Research and Thesis

4 or 8 credits

Offered both semesters each year

590d Research and Thesis

8 credits

Yearlong course; Offered each year

Physics

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

^{††} Nalini Easwar, Ph.D.

Nathanael A. Fortune, Ph.D., *Chair*

Doreen A. Weinberger, Ph.D.

Associate Professor

^{†2} Gary Felder, Ph.D.

Lecturer and Professor Emerita

Malgorzata Zielinska-Pfabé, Ph.D.

Lecturer and Professor Emeritus

Piotr Decowski, Ph.D.

Lecturer/Laboratory Instructors

Joyce Palmer-Fortune, Ph.D.

Meg Thacher, M.S.

Laboratory Supervisor

To be announced

Entering students planning to major in physics should take PHY 115 or PHY 117 along with courses in mathematics in the first year.

Students entering with a particularly strong background in physics should confer with a member of the department about taking a more advanced course in place of one or more of our introductory courses.

Students with scores of 4 and 5 on the Advanced Placement tests in physics B and C may apply that credit toward the degree unless they complete 115/117 and 118 for credit.

FYS 132 Physics for Future Presidents

An introduction to the essential physics every world leader needs to know. Emphasis is on the conceptual understanding and application of physics relevant to real-world problems rather than mathematical computation. Topics include energy, power and explosives, rockets and satellites, radioactivity, nuclear power and nuclear weapons, electric power generation and transmission, medical imaging, night vision, radar and x-ray detection, earthquakes and waves, the earth's energy balance and global warming, transistors, lasers and other quantum devices, and the critical role special and general relativity play in the functioning of GPS navigational devices. Enrollment limited to 16 first-year students. (E) WI {N}

Nathanael Fortune

Offered Fall 2011

100 Solar Energy and Sustainability

The United States reliance on non-renewable resources to satisfy its exponentially growing energy demands comes at a severe environmental, economic and political cost. Are there alternatives? Are they affordable? What are the scientific tradeoffs and constraints? This course offers a hands-on exploration of renewable energy technologies, with an emphasis on the underlying physical principles. Students will study and use systems that generate electrical power from the sun; they will experiment with the use of passive and active solar thermal collector technology to provide domestic hot water and space heating; and they will consider how to make use of these technologies and their understanding of the underlying physics to design, model, and construct a solar powered building. The course will consist of a mix of experiments, field trips and weekly seminars. Enrollment limited to 20. (E) {N} 4 credits
Not offered 2011–12

106 The Cosmic Onion: From Quantum World to the Universe

Basic concepts of quantum mechanics governing the atomic and subatomic worlds. Structure of atoms, atomic nuclei and matter. The evolution of the Universe and its relation to the subatomic physics. The course is designed for nonscience majors. It does not involve mathematical tools. {N} 4 credits
Not offered 2011–12

108 Optics is Light Work

This course for nonscience majors reveals the intriguing nature of light in its myriad interactions with matter. From Newton's corpuscular theory, through the triumph of wave optics, to the revolutionary insights of quantum theory, our understanding of the nature of light has come full circle. Yet questions still remain. In this class each student will explore in depth an optical phenomenon of her own choosing. Enrollment limited to 16. **{N}** 4 credits
Not offered 2011–12

109 The Big Bang and Beyond

According to modern science, the universe as we know it began expanding about 14 billion years ago from an unimaginably hot, dense fireball. Why was the universe in that particular state? How did the universe get from that state to the way it is today, full of galaxies, stars and planets? What evidence supports this "big bang model"? Throughout this course we will focus not simply on what we know about these questions, but also on how we know it and on the limitations of our knowledge. Designed for nonscience majors. Enrollment limited to 20. **{N}** 4 credits

Gary Felder

Offered Spring 2012

115 General Physics I

The concepts and relations (force, energy and momentum) describing physical interactions and the changes in motion they produce. Prerequisite: one semester introductory calculus course on the basic principles and methods of integration and differentiation (MTH 111 or equivalent). **{N}** 5 credits

Members of the department

Offered both semesters 2011–12

117 Advanced General Physics I

A more mathematically advanced version of PHY 115 for students with more extensive mathematical experience. Prerequisite: one semester introductory calculus course on the basic principles and methods of integration and differentiation (MTH 111 or equivalent). Students cannot receive credit for both PHY 115 and 117. **{N}** 5 credits

Gary Felder, Fall 2011

Doreen Weinberger, Spring 2012

Offered both semesters 2011–12

118 General Physics II

Electromagnetism, optics, waves and elements of quantum physics. Prerequisite: 115/117 or permission of the

instructor. **{N}** 5 credits

Joyce Palmer-Fortune

Offered both semesters 2011–12

201 Renewable and Non-Renewable Energy: Science and Implications

Fossil fuel use is rising at an increasing rate, but stocks are finite and non-renewable. How can we meet future world demand for energy? How do we make our energy use sustainable? This course considers the scientific basis, environmental implications, and economic viability of renewable and non-renewable energy sources, including coal, petroleum, natural gas, geothermal, nuclear, water, wind, solar and biofuels. Students use this information to develop short-term and long-term energy policies. (E) **{N}** 4 credits

Nabanael Fortune

Offered Spring 2012

210 Mathematical Methods of Physical Sciences and Engineering I

Choosing and using mathematical tools to solve problems in physical sciences. Topics include complex numbers, multiple integrals, vector analysis, Fourier series, ordinary differential equations, integral transforms. Prerequisites: MTH 112 or 114 or the equivalent, and PHY 115 or PHY 117 or permission of the instructor. **{N/M}** 4 credits

Gary Felder

Offered both semesters 2011–12

215 Modern Physics I

The special theory of relativity, particle and wave models of matter and radiation, atomic structure, and an introduction to quantum mechanics. Prerequisite: 118 or permission of the instructor. **{N}** 4 credits

Piotr Decowski

Offered Spring 2012

240 Electronics

A semester of experiments in electronics, with emphasis on designing, building and trouble-shooting circuits. Discrete electronic components: diodes, transistors and their applications. Analog and digital IC circuits: logic gates, operational amplifiers, timers, counters and displays. Final individual design project. Prerequisite: 118 or permission of the instructor. **{N}** 4 credits

Nalini Easwar

Offered Fall 2011

315 Modern Physics II

More detailed, rigorous and extended discussion of topics covered in PHY 215 Modern Physics I. Prerequisite: PHY 210 and PHY 215. **(N)** 4 credits

Doreen Weinberger

Offered Fall 2011

317 Classical Mechanics

Newtonian dynamics of particles and rigid bodies, oscillations. Prerequisite: 118 and 210 or permission of the instructor. **(N)** 4 credits

Malgorzata Zielinska-Pfabé

Offered Spring 2012

318 Electricity and Magnetism

Electrostatic and magnetostatic fields in vacuum and in matter; electrodynamics and electromagnetic waves. Prerequisite: 118 and 210 or permission of the instructor. **(N)** 4 credits

Doreen Weinberger

Offered Fall 2011

319 Thermal Physics

Statistical mechanics and introduction to thermodynamics. Prerequisites: 315 or permission of the instructor. **(N)** 4 credits

Not offered 2011–12

327 Quantum Mechanics

The formal structure of nonrelativistic quantum mechanics, including operator methods. Solutions for a number of potentials in one dimension, and for central potentials in three dimensions, including spin. Prerequisites: 315 and 317 or 217 or permission of the instructor. **(N)** 4 credits

Doreen Weinberger

Offered Spring 2012

328 Advanced Electrodynamics

A continuation of PHY 318. Electromagnetic waves in matter; potential formulation and gauge transformations; dipole radiation; relativistic electrodynamics. Prerequisite: PHY 318 or permission of the instructor. **(N)** 2 or 4 credits

Not offered 2011–12

337 Advanced Quantum Mechanics

A continuation of PHY 327. Applications of non-relativistic quantum mechanics to systems of identical

particles; perturbation theory analysis. Prerequisite: PHY 327. **(N)** 2 or 4 credits

Not offered 2011–12

350 Advanced Physics Laboratory

A course in which students perform advanced experiments covering topics of modern physics. Students select up to 4 modules per semester from the pool of experiments, prepare equipment for the chosen experiment, perform measurements, analyze data and write the final report. Each module counts for 1 credit. Prerequisites: PHY 215 or the equivalent. May be repeated for credit up to a maximum number of 8 credits. Enrollment limited to 8. (E) **(N)** 1–4 credits

Nathanael Fortune

Offered Spring 2012

360 Advanced Topics in Physics

Selected special topics which will vary from year to year; typically some subset of the following: climate physics, cosmology, general relativity, nuclear and particle physics, optics, solid state physics. Prerequisites will vary with the topics of the course. **(N)** 4 credits

Topic for Fall 2011: Climate Physics. A detailed investigation of climate models and the physical mechanisms controlling climate change. Topics include the climate system; solar radiation, radiative transfer, and the Earth's energy budget; and climate models and predictions. Students will use Mathematica and/or MATLAB and related software tools to construct and test numerical and analytical models of the Earth's climate based on the underlying physics. Prerequisites: PHY118, PHY210 (or MTH 212 or permission of instructor). Students are encouraged to take GEO 104 concurrently.

Nathanael Fortune

Offered Fall 2011

399 Current Topics In Physics

For this course we will read articles and attend talks on diverse topics in physics. The emphasis will be put on oral presentation and discussion of the new phenomena using knowledge from other physics courses. Prerequisite: PHY 315 or permission of the instructor. Restricted to juniors and seniors. **(N)** 2 credits

Nalini Easwar

Offered Fall 2011

400 Special Studies

By permission of the department. 1 to 4 credits

Offered both semesters each year

The Major

Advisers: Nalini Easwar, Nathanael A. Fortune, Gary Felder, Doreen Weinberger

Physics is a fundamental but rapidly evolving and increasingly interdisciplinary discipline. New tools continue to open up new areas of study. A foundation in physics provides a gateway to multiple career options in physics, physics education, astrophysics, applied physics and engineering, geophysics, environmental studies, mathematics, chemistry, metrology, biophysics and medicine.

The undergraduate physics curriculum at Smith stresses the fundamental principles, concepts and methods of physics with emphasis placed on analytical reasoning, problem-solving, and the critical evaluation of underlying assumptions in theory and experiment. Built around the core courses that achieve this goal, the major allows options within the requirements that provide flexibility to students primarily interested in interdisciplinary applications of physics. The PHY courses in the requirements are intended for students interested in pursuing graduate work in physics, astrophysics and allied fields. The EGR course options serve students primarily interested in the applied aspects of physics, the CHM options serve students primarily interested in materials science and chemistry, and the GEO options serve students interested in the geosciences.

The requirements for the major are as follows:

PHY 115 or 117
 PHY 118
 PHY 210
 PHY 215
 PHY 240 or EGR 220
 PHY 315 or GEO 221
 PHY 317
 PHY 318
 PHY 319 or CHM 332
 PHY 327 or CHM 331
 PHY 350 (at least 4 credits)
 PHY 399
 one additional 300-level physics course

Some courses in AST, BIO, CHM, EGR and GEO may be used to replace the 300-level physics elective, including AST 330, 335, 337, 352; CHM 335, 336, 338, 398; EGR 312, 320, 322, 372, 373, 374, 375, 388; GEO 309, 311. Students are advised to check with members of the physics department to choose the appropriate options; other courses may qualify, with permission of the department.

Students planning graduate study in physics are also advised to take as many 300-level physics courses as possible. Students should also acquire a facility in scientific computing and numerical analysis, and design and fabricate a working tool, instrument or device in the Center for Design and Fabrication.

The Minor

Advisers: Members of the department

The minor consists of: 115/117, 118, 215 and three additional 200- or 300-level physics courses (or their substitutes).

Honors

Director: Gary Felder

432d Honors Project

12 credits

Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Presidential Seminars

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Presidential Seminars (PRS) are interdisciplinary seminars that provide advanced students (juniors and seniors) with an opportunity to grapple with complex, challenging problems that require multiple disciplinary perspectives and methods to analyze them. These seminars enable juniors and seniors to bring to bear their talents and apply their acquired knowledge to problems of significance.

PRS 302 Whose Voice? Whose Tongue? The Indian Renaissance and Its Aftermath

The Indian Renaissance in the mid-19th century represented a resurgence of interest in and development of classical Indian culture and learning. It also involved an explosion of new art, political and social movements and philosophy arising from the confluence of indigenous Indian ideas and imports brought by British colonialists and foreign-returned Indians who traveled in the context of the colonial situation. The ferment generated by the renaissance fueled the Indian independence movement and is the context against which contemporary Indian society is constituted. We will examine India's vast contributions to contemporary world culture against the backdrop of this fascinating period, reading the philosophy, art, theatre, poetry, politics and religious texts this period produced. Prerequisites: at least two intermediate level courses either in philosophy or south Asian history, including Indian history, literature, art or philosophy. Enrollment limited to 15 juniors and seniors. (E) **[L/H]** 4 credits

Jay Garfield and Nalini Bhushan (Philosophy)

Offered Fall 2011

PRS 303 Talking Trash

Questions about waste permeate our lives. Perhaps most obviously there is the never-absent concern, across time and culture, about what to do with the waste humans generate in virtue of their biological processes, their practices of production and their habits of consumption. At the same time, deciding what counts

as waste is an inescapable part of our lives. "Waste," along with close relatives such as "trash," "rubbish" and "garbage," is part of the normative vocabulary we employ in evaluating the usefulness of the people and things around us, the projects we undertake, the way we spend our time. Enrollment limited to 12 juniors and seniors. Permission of the instructor required. (E) **[S]** 4 credits

Elizabeth V. Spelman (Philosophy)

Offered Fall 2011

PRS 304 Happiness: Buddhist and Psychological Understandings of Personal Well-Being

Presidential Seminar: What is happiness? What is personal well-being? How are they achieved? This course will examine the core ideas of the Buddhist science of mind and how they are being studied and employed by psychologists, neuroscientists, cognitive scientists and psychotherapists. The focus of the course will be the notion of "happiness," its cross-cultural and cross-disciplinary definition as well as the techniques advocated for its achievement by both the Buddhist and the psychologist. Prerequisite: PSY 111 or REL 105. Enrollment limited to 15 juniors and seniors. **[S/N]** 4 credits

Philip Peake (Psychology) and Jamie Hubbard (Religion)

Offered Fall 2011

PRS 308 Urbanization in the 21st Century: Comparative Prospects, Problems and Policies

Urban growth is inextricably linked to economic development, environmental impact, social change and political conflict. By 2050 world urban population will double from 3 billion to 6 billion. Rates of urbanization, problems associated with urban growth, and policies to address those vary substantially. The urban population in Japan and in Eastern Europe is projected to fall. In the U.S. and South America it is projected to increase by half. In Sub-Saharan Africa and India it is projected to triple. We will develop multidisciplinary

case studies of 21st-century urbanization. Enrollment limited to 12 juniors and seniors majoring in social sciences. (E) **{S}** 4 credits

Randall Bartlett (Economics)

Spring 2012

PRS 311 Bodies and Machines

The shifting borderline between mechanism and organism as represented by artists, scientists and engineers. What is a body? What is a machine? Origins and possible future developments of the body-machine relationship. Dangers and promises of a post-humanist future. Texts, art and artifacts that examine or question the pain-pleasure relationship between humans and machines. Introduction to research methods and wiki writing. Prerequisites: An interest in theory, art, science and technology. Some skill in advanced writing and literary analysis is required. Enrollment limited to 12. **{L}** 4 credits

Luc Gilleman (English Language and Literature)

Offered Spring 2012

PRS 312 Weaker Vessels: Women and Violence Inside and Out

Prison-based seminar with Smith students and women inmates in Chicopee, a medium-security facility 30 minutes from Smith. The course examines representations and implications of violence against women, especially the intersection of violence, gender and power. Through plays, memoirs, critical essays, visual culture and our own writing, we look at how cultural norms shape assumptions about the nature of violence and its manifestations against and by women in our everyday lives. Topics include sexual assault, domestic violence, economic and institutional violence, war and terror as they affect non-combatants, rape as an instrument of war, trafficking. Enrollment limited to 15 juniors and seniors. Course will be offered at Smith from 9 to noon and off-campus at the Chicopee facility from 2 to 4 p.m. (E) 4 credits

Ellen Kaplan (Theatre)

Offered Fall 2011

PRS 313 Western Encounters in Afghanistan: from Alexander the Great to Modern Archaeology

This interdisciplinary seminar examines three representative western encounters in Afghanistan: the conquest by Alexander the Great and the rise of Greek Bactrian civilization; the first and second (19th Century) Anglo-Afghan wars that inspired travelogues and

memoirs as well as British artists and writer such as Kipling; and modern archaeology and museum work that rediscovered Greek cities of Alexander and created exhibitions that link Afghanistan's past and present with the West. We will examine the real and symbolic significance of Afghanistan to "westerners," its roles in their visions of Asia, and the challenges they faced as they attempted to put their imprint upon a land that was proverbially difficult to conquer and harder still to rule. Enrollment limited to 15 juniors or seniors. (E) **{H}** 4 credits

Richard Lim (History) and Cornelia Pearsall

(English)

Offered Fall 2011

PRS 317 Fearing Haiti: Radical Revolution, Repression and Representation of the Black Republic

Utilizing a wealth of recent scholarship, this seminar will study the cultural, political and philosophical significance of the Haitian Revolution (1791–1804). We will begin by establishing a collective understanding of the facts of the Revolution and its aftermath. We will consider how the suppression and disavowal of the Revolution's radical antislavery politics are central to the formation and understanding of Western modernity. At the same time, African Americans, the African diaspora, abolitionists, anti-racists and anti-imperialists all claimed their stakes in the Haitian Revolution and its many legacies. And, even as the global north's repression of the Haitian revolutionary project has been so successful that today Haiti is the poorest nation in the Americas, its founding radical vision continues to inspire anti-racist projects the world over. Open to students interested in history, philosophy, anthropology, sociology, Afro-American studies, Latin American studies, political theory and literary studies. Enrollment limited to 12 juniors and seniors and by permission of the instructor. (E) **{H/S}** 4 credits

Ginetta Candelario (Sociology)

Offered Fall 2011

PRS 318 Religion of the Marketplace: A Demystification

There is a tendency to view the marketplace and religion as discrete spheres of activity, not recognizing the important ways that religion functions as a marketplace, with merit and salvation to be earned or lost, and the ways that the marketplace itself functions as a religion, with its own creeds, rituals, sacred texts and unquestioned truths. This course will take this latter proposition seriously, for we think that it provides

enormous insight into the workings of markets, from the logic of gift exchange to the metaphor of the invisible hand, from the interest in apparent disinterestedness to the status of economics as a master discipline. This will be an interdisciplinary course, drawing upon the concepts and methods of sociology and religious studies to examine the logic, practice and mythology of markets, their institutions, and the faithful, with particular emphasis on the United States. Readings will draw from classic work in sociology, economics and religious studies, as well as recent work in economic sociology, economic anthropology and cultural studies. Enrollment limited to 15 juniors and seniors and by permission of the instructor. (E) **[H/S]** 4 credits

Andrew Rotman (Religion) and Rick Fantasia (Sociology)

Offered Fall 2011

PRS 319 South Asian Migrations: 1947 to the Present

This seminar will compare the cultural implications of *three* recent waves of migration of South Asian peoples: first, between India and Pakistan after the 1947 Partition; second, post-World War Two migrations of “skilled/unskilled” labor to Britain; and third, still ongoing, post-1965 migrations to North America. We will focus on cultural production (literature, film, music) that records, reflects on, and seeks to intervene in the cultural processes of such profound shifts. Taking an interdisciplinary approach, we will invest causes and consequences of migration and diaspora in their historical, political and economic contexts, emphasizing questions of gender, globalization, community, identity, religious fundamentalism and assimilation. Open to students interested in the South Asia Concentration, literature, film, history, anthropology, American studies, study of women and gender and others. A course on South Asia or the one-credit Gateway course to the South Asia concentration is recommended. Enrollment limited to 12 juniors and seniors and by permission of the instructor. (E) **[L/H/S]** 4 credits

Ambreen Hai (English Language and Literature)

Offered Spring 2013

PRS 320 Decision and Uncertainty

This course addresses the problem of uncertainty in the conduct of human affairs. How do we approach vexing decisions? What biases and other cognitive constraints impede human rationality? How does the process of individual decision making differ from that in groups?

We will consider what fields such as cognitive psychology, behavioral economics, organization theory, risk analysis, and even neuroscience have to tell us about these and other questions related to decision making. Empirical cases will be drawn from a diverse set of human experiences, such as voting, shopping, structural engineering, firm behavior and international diplomacy. Open to students interested in cognition and human behavior, namely psychology, economics, government, sociology. An introductory statistics is recommended. Enrollment limited to 12 juniors and seniors and by permission of the instructor. (E) **[S]** 4 credits
Brent Durbin (Government)
Offered Fall 2011

PRS 321 Big Green Books

Because of an intense focus on global warming, this generation sometimes seems to feel that it has invented ecological consciousness. The tensions between human beings and the natural world, however, shape texts throughout history—and many generations have felt themselves to be in ecological crisis. We will explore ecological accounts and literary texts, and, in so doing, we will examine our constantly changing relationship with the natural world. Readings will range from *A Midsummer Night's Dream* to Darwin, from material relating to global change and extinction to Margaret Atwood's apocalyptic eco-book, *The Year of the Flood*. Open to students interested in economics, English literature and history of science. Enrollment limited to 12 juniors and seniors and by permission of the instructor. (E) **[L]** 4 credits

Gillian Kendall (English Language and Literature)

Offered Fall 2011

PRS 322 Goths, Origins, Histories, Legacies

The sack of Rome by Visigoths in 410 AD was an event received throughout the Roman world as the end of civilization. In subsequent centuries, the adjective “Gothic” became a “floating signifier,” a term of abuse or praise denoting everything from an exquisite style of high medieval art and architecture, to the macabre novels of the 18th and 19th centuries, to a contemporary form of youth culture adopting dark, Satanic or apocalyptic themes. We will explore the Goths' cultural identity as it was formed in reaction to and emulation of Roman values and ideals, and how that identity was transformed through time. Open to students interested in examining the creation of ethnic identities and

cultural forms. Enrollment limited to 12 juniors and seniors and by permission of the instructor. (E) **{L/H}** 4 credits

Craig Davis (English Language and Literature)

Offered Spring 2012

PRS 324 Computers, the Internet and American Culture

This course blends computer science and cultural studies to examine the digital revolution as a transformative technological and social phenomenon. What desires, interests, acts of scientific imagination and institutions have propelled the Internet to such prominence in our lives? How have personal digital technologies rewired us by transforming commerce, journalism, political activism, consumer behaviors and social relationships? What are the implications for identity and social organization in an era of identity theft, social networking, and ongoing struggles between corporations and netneutrality advocates to shape future ownership and use rights of the Internet? Open to students interested in computer science and cultural studies. Prerequisite: some preference may be given to those who have taken CSC 102 or AMS 202. Enrollment limited to 15 juniors and seniors and by permission of the instructor. (E) **{S}** 4 credits

Nicholas Howe (Computer Science) and Kevin Rozario (American Studies)

Offered Fall 2011

PRS 325 Political Economy of Humanitarianism

Humanitarian assistance such as emergency food aid, establishment of refugee camps, disaster relief and military interventions to protect civilians has become a pervasive feature of international relations. This course explores the complex governance and economic distribution networks that have evolved around humanitarian assistance, networks which include national governments, NGOs, international organizations and private donors. Through readings in a wide variety of fields, it delves critically into the philosophical and ethical issues surrounding the principles and practice of humanitarian relief and intervention. Open to students interested in global issues, economics, anthropology, sociology, history and politics. Enrollment limited to 12 juniors and seniors and by permission of the instructor. (E) **{S}** 4 credits

Mlada Bukovansky (Government)

Offered Spring 2012

PRS 326 The Ethics of Slavery

Slavery is almost universally condemned in the modern world, but it was accepted as an integral part of the moral order for most of history. This course will explore various manifestations of slavery in ancient and modern times—war captives, debtors, convicted felons, chattel slavery, “white” slavery, child slavery—and their treatment in the philosophical literature. It will explore the moral arguments for and against the abolition of European slavery, the abolition of the African slave trade, the abolition of American slavery and the abolition of contemporary forms of slavery. Special attention will be given to Christian, Enlightenment, and Utilitarian systems of morality. Enrollment limited to 12 juniors and seniors. (E) **{H/S}** 4 credits

Albert Mosley

Offered Spring 2012

PRS 327 Legends of the Fall (and Rise): Japan and Germany as Visions of the Future

Japan and Germany have followed a unique trajectory among the great powers of modern history because, unlike most of their predecessors, they have risen twice in the same century, first as military powers, and after 1945 as prototypes of “soft power superpowers” that have attained great power status without military power. Incorporating perspectives drawn from history, political science and cultural studies this course will focus on how they became for many visions of the future. No prior knowledge of Germany or Japan or their languages, is required. Enrollment limited to 15 juniors and seniors and by permission of the instructors. (E) **{S/L/H}** 4 credits

Joseph McVeigh and Dennis Yasutomo

Offered Spring 2012

Psychology

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

Jill G. de Villiers, Ph.D. (Psychology and Philosophy)

Peter A. de Villiers, Ph.D.

^{*2} Randy O. Frost, Ph.D.

^{**2} Fletcher A. Blanchard, Ph.D.

^{*1} Mary Harrington, Ph.D.

Philip K. Peake, Ph.D.

Patricia M. DiBartolo, Ph.D., *Chair*

^{**1} Bill E. Peterson, Ph.D.

^{**2} Lauren E. Duncan, Ph.D.

Adjunct Professors

Maureen A. Mahoney, Ph.D.

Marsha Kline Pruett, Ph.D., M.S.L.

Associate Professors

^{**1} Maryjane Wraga, Ph.D.

^{*1} Nnamdi Pole, Ph.D.

Byron L. Zamboanga, Ph.D.

^{**1} Benita Jackson, Ph.D., M.P.H.

Assistant Professor

Annaliese Beery, Ph.D.

Lecturers

Beth Powell, Ph.D.

David Palmer, Ph.D.

Assistant in Statistics

David Palmer, Ph.D.

Research Associates

Robert Teghtsoonian, Ph.D.

Martha Teghtsoonian, Ph.D.

George Robinson, Ph.D.

Peter Pufall, Ph.D.

Michele T. Wick, Ph.D.

111 Introduction to Psychology

An introductory course surveying fundamental principles and findings in classical and contemporary psychology. Students must enroll in a discussion section. Discussion sections are limited to 22. **[N]** 4 credits

Maryjane Wraga, Director

Byron L. Zamboanga, Nnamdi Pole, Peter de Villiers
Offered Fall 2011

PSY 190/MTH 190 Statistical Methods for Undergraduate Research

An overview of the statistical methods needed for undergraduate research emphasizing methods for data collection, data description and statistical inference including an introduction to study design, confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data will be discussed. Applications are emphasized, and students use SPSS and other statistical software for data analysis. Classes meet for lecture/discussion and a required laboratory that emphasized the

analysis of real data. This course satisfies the basis requirement for the psychology major. Students who have taken MTH 111 or the equivalent should take MTH 245, which also satisfies the basis requirement. Normally students will receive credit for only one of the following introductory statistics courses: MTH 190/PSY 190, ECO 220, GOV 190, MTH 241, MTH 245 or SOC 201. Exceptions may be allowed in special circumstances and require permission of the adviser and the instructor. Enrollment limited to 40. **[M]** 5 credits

Philip Peake, Fall 2011

David Palmer, Spring 2012

Nicholas Horton, Spring 2012

Offered both semesters each year

192 Introduction to Research Methods

Introduces students to a variety of methods used in psychological research. All sections of this course will cover the basic methodological techniques of contemporary psychology such as observational, experimental, and survey methods. Sections will differ in the particular

content theme used to illustrate these methods. PSY 111 or equivalent is required for PSY 192 and it is recommended that students take PSY 190/MTH 190 prior to enrolling in this course. Enrollments limited to 15 per section. **{N}** 4 credits

Patricia DiBartolo, Annaliese Beery, Bill Peterson,
Fall 2011

Beth Powell, Fletcher Blanchard, Jill de Villiers, Lauren Duncan, Spring 2012

Offered both semesters each year

MTH 245 Introduction to the Practice of Statistics

An application-oriented introduction to modern statistical inference: study design, descriptive statistics, random variables, probability and sampling distributions, point and interval estimates, hypothesis tests, resampling procedures and multiple regression. A wide variety of applications from the natural and social sciences will be used. Classes meet for lecture/discussion and for a required laboratory that emphasizes analysis of real data. MTH 245 satisfies the basis requirement for Biological Science, Engineering, Environmental Science, Neuroscience and Psychology. Normally, students will receive credit for only one of the following introductory statistics courses: MTH 190/PSY 190, ECO 220, GOV 190, MTH 241, MTH 245 or SOC 201. Exceptions may be allowed in special circumstances and require permission of the adviser and the instructor. Prerequisite: MTH 111, or MTH 153, or one year of high school calculus or permission of the instructor. Lab sections limited to 20. **{M}** 5 credits

Katherine Halvorsen and Nicholas Horton. Pamela Matheson

Offered both semesters each year

A. Brain and Cognition

209/PHI 209 Philosophy and History of Psychology

An examination of the philosophical issues which have troubled psychology as a science, such as determinism and free will, conscious and unconscious processes, the possibility and efficacy of self-knowledge, behaviorism vs. mentalism, and the relation of mind and brain. Prerequisite: at least one 100-level course in philosophy or psychology. **{N}** 4 credits

Jill de Villiers

Offered Fall 2011

210 Introduction to Neuroscience

An introduction to the organization and function of the mammalian nervous system. An in-depth exploration of the brain using multiple levels of analysis

ranging from molecular to cognitive and behavioral approaches. An appreciation of how brain cells interact to orchestrate adaptive responses and experiences will be gained. Seniors require permission of the instructor. This course has no prerequisites. **{N}** 4 credits

Adam Hall

Offered Spring 2012

213/PHI 213 Language Acquisition

The course will examine how the child learns her first language. What are the central problems in the learning of word meanings and grammars? Evidence and arguments will be drawn from Linguistics, Psychology and Philosophy, and cross-linguistic data as well as English. Prerequisite: either PSY 111, PSY 233, PHI 100, or PHI 236 or permission of the instructor. **{N}** 4 credits

Jill de Villiers

Offered Fall 2011

218 Cognitive Psychology

Theory and research on current topics in cognition, including attention, perception, concept formation, imagery, memory, decision making and consciousness. Prerequisite: 111 or permission of the instructor. **{N}** 4 credits

Maryjane Wraga

Offered Spring 2013

NSC 312 Seminar in Neuroscience

Topic: Biological Rhythms. Molecular, physiological and behavioral studies of circadian and circa-annual rhythms. Prerequisites: NSC 230, a course in statistics, one of: BIO 200, 202 or 230 and permission of the instructor. Enrollment limited to 12. **{N}** 4 credits

Mary Harrington

Offered Spring 2012

313 Seminar in Psycholinguistics

Topic: Language and Thought. The seminar will consider contemporary work on the relationship between language and thought, including the recent rise in "NeoWhorfianism," or cross-cultural work on whether the language we speak influences the way that we think, also the relationship of concepts and linguistic labels, and on the potential role of syntax on conceptions of events. Prerequisites: at least one of: PSY/PHI 213, PHI 236, PSY 233, PSY/PHI 209, PSY 218, PHI 262 or permission of instructor. **{N}** 4 credits

Jill de Villiers

Offered Fall 2012

314 Seminar in Foundations of Behavior

Cognition in Film

This seminar explores the cognitive processes underlying human perception and comprehension of film, the techniques film makers use to capitalize on these processes, as well as the general portrayal of cognition by film makers. We will read and discuss empirical articles and view relevant examples of film. Topics range from change blindness and apparent motion to various depictions of amnesia in 20th century film. Prerequisite: PSY 218 or PSY 219 or permission of the instructor. **(N)** 4 credits

Maryjane Wraga

Offered Spring 2013

Autism Spectrum Disorders

This seminar discusses research on the neuro-cognitive basis of autism spectrum disorders, considering genetic, neuroscientific, psychological and linguistic factors in their etiology and characterization. Topics will include the history of the diagnosis, the incidence of the disorders, cross-cultural conceptions of autism, studies of the underlying neural mechanisms, and the cognition and language of children with ASD. Prerequisites: One of PSY213, PSY233, or PSY253 or permission of the instructor. **(N)** 4 credits

Peter de Villiers

Offered Spring 2012, Spring 2013

B. Health and Physiology of Behavior

FYS 173 Psychology of Oppression and Liberation

Oppression is manifest on many levels, including the structural, interpersonal and intrapsychic. Using the lens of race and ethnicity, this course explores psychological processes linked to internalizing and resisting oppression. The course emphasizes four themes: examining prevailing theories of oppression and liberation; understanding oppression and liberation across intersecting social identities; translating these conceptualizations into measurement for scientific research, and the limits of this; and applying scholarship in this domain to practice. Through focusing on psychological concepts, we consider writings from across the disciplines, including psychology, philosophy, literature, religion, education, cultural studies and medicine. FYS 173 may count towards the completion of a psychology major. Enrollment limited to 16 first-year students. (E) WI **(S)** 4 credits

Benita Jackson (Psychology)

Not offered 2011–12

ESS 220 Psychology of Sport

An examination of current sport psychology models and theories through a critical examination and analysis of popular sport film. Topics include motivation, team cohesion, leadership, peak performance, anxiety, attention, confidence and psychological skills training. Cultural differences and disability are also addressed. Student performance is evaluated primarily through scholarly writing, oral presentations and a collaborative writing project. PSY 111 is recommended but is not a prerequisite. **(S)** 4 credits

Tim Bacon

Offered Fall 2011

221 Physiology of Behavior

Introduction to brain-behavior relations in humans and other species. An overview of anatomical, neural, hormonal, and neurochemical bases of behavior in both normal and clinical cases. Major topics include the biological basis of sexual behavior, sleep, emotions, depression, schizophrenia, autism, ADHD and neurological disorders. Open to entering students. **(N/S)** 4 credits

Beth Powell

Offered Fall 2011

222 Psychopharmacology

This course will examine the effects of drugs on the nervous system and associated changes in mood, cognition, and behavior. Legal and illegal recreational drugs will be considered, as well as therapeutic agents used to treat psychological illnesses such as depression and schizophrenia. Focus will be on understanding the effects of drugs on synaptic transmission, as well as how neural models might account for tolerance and addiction. The course will also cover issues with social impact such as the effects of drugs on fetal development, the pharmaceutical industry, and effective treatments for drug abuse. Prerequisite: 210 or 221 or permission of the instructor. **(N/S)** 4 credits

Beth Powell

Offered Spring 2012

224 Learning and Behavior Change: Methods, Theory and Practice

Complex behavior interpreted from a behavioral perspective, supplemented, when possible, with evolutionary and neurophysiological accounts. In the laboratory component of the course, students will shape a chain of responses in a pigeon and will experiment with instruc-

tional technology with humans. Enrollment limited to 16. **{N}** 4 credits

David Palmer

Offered Fall 2011

225 Health Psychology

Health psychology is a burgeoning field that examines associations between psychosocial factors and health. This course will provide a broad overview using the basic concepts, theories, methods and applications of health psychology. We will critically examine state-of-the-art research and as well as current gaps in knowledge to explore topics including: definitions of health and illness; stress and coping; health behaviors; how the mind influences specific physical health conditions and vice versa; patient-practitioner relations; and health promotion. Emphasis will be placed on the ways psychological factors interact with the social, cultural, economic and environmental contexts of health. **{N/S}** 4 credits

Benita Jackson

Not offered 2011–12

227 Brain, Behavior and Emotion

This course explores emotions and emotional behaviors from their evolution to their neural substrates. Topics include functions of emotions, fear, stress, social bonding, motivation and happiness. Special attention will be paid to the ways in which the environment interacts with biology to shape subjective experience and behavior. Prerequisites: Introduction to Psychology, Introduction to Neuroscience or permission of the instructor.

{N} 4 credits

Annaliese Beery

Offered Fall 2011, Fall 2012

325 Research Seminar in Health Psychology

Topic: Issues in Mind/Body Medicine. Focusing on the role of psychological processes, we will examine the state of empirical support for various modalities of healing physical health problems across allopathic and complementary/alternative medicine perspectives. Emphasis will be placed on critically evaluating current research and designing appropriate future studies. Recurrent psychological process themes across modalities will be highlighted, e.g., the placebo effect, emotion and the social context of healing. A previous course in health psychology is recommended. Prerequisite: 192 or permission of the instructor. **{N/S}** 4 credits

Not offered 2011–12

C. Culture and Development

233 Child Development

A review of theory and research on specific developmental topics: children's understanding of their physical and social world, pretense and theory of mind, language and reasoning. Viewed from biological, cognitive and cultural perspectives. One observation of children's play to be arranged and one weekly scheduled discussion hour required. **{S/N}** 4 credits

Peter de Villiers

Offered Spring 2012, Spring 2013

EDC 238 Introduction to the Learning Sciences

This course combines perspectives on cognition and learning to examine the teaching-learning process in educational settings. In addition to cognitive factors the course will incorporate contextual factors such as classroom structure, teacher belief systems, peer relationships and educational policy. Consideration of the teaching-learning process will highlight subject matter instruction and assessment. Prerequisite: a genuine interest in better understanding teaching and learning. Priority given to majors, minors, first-year and second-year students. Enrollment limited to 55. **{S/N}** 4 credits

Alan Rudnitsky

Offered Fall 2011

241 Psychology of Adolescence and Emerging Adulthood

Exploring adolescents' developing identity, psychosocial and cultural adjustment and their needs for acceptance, autonomy, and intimacy in light of the major biological, cognitive and social changes of this phase. Emphasis will be given to cultural concepts in adolescent/emerging adulthood psychology and development. Prerequisite: PSY 111. **{S/N}** 4 credits

Byron L. Zamboanga

Offered Spring 2012

243 Adult Development

The study of adult lives from a life-span perspective. In addition to the psychology of aging we will investigate societal influences on aging. Topics include theories of the life-cycle, identity formation, the experience of growing older, personality stability and psychological adjustment to the myths and realities of age. **{S/N}** 4 credits

Bill Peterson

Offered Fall 2012

246 Colloquium: Psychology of Asian American Experiences

This course involves an intensive exploration of Asian American personal and cultural identities through psychological and literary analyses. What roles do factors like generation, migration, racism, gender and ethnicity play in the formation of identity? Psychological readings will be paired with literature to examine how insights from psychologists and creative writers contradict, illuminate, and otherwise enliven our understanding of Asian American experiences. Enrollment limited to 18. **[S]** 4 credits

Bill Peterson

Offered Spring 2013

247 Psychology of the Black Experience

Designed to facilitate an understanding of Afro-American psychological experience. The course critically reviews historical and traditional approaches to the psychological study of black people and focuses on the themes, models and research currently being generated by psychologists attempting to redefine the study of the black experience. **[S/N]** 4 credits

Nnamdi Pole

Offered Spring 2012

333 Seminar in Developmental Psychology

Topic: Identity in Psychology: Fiction and Autobiography. How do humans develop a sense of unity and purpose in their lives? This is a fundamental question for theorists of identity, and we will consider it by using psychological theory to interpret fictional and autobiographical accounts of self. Possible texts include works by Erikson, McAdams, Angelou and Ishiguro. Prerequisite: permission of the instructor. Enrollment limited to 12. **[N]** 4 credits

Bill Peterson

Offered Fall 2011, Fall 2012

335 Research Seminar in Alcohol Use and Misuse

An introduction to research techniques through the discussion of current research, design and execution of original research in selected areas such as drinking games, pregaming (i.e., "drinking before drinking"), acculturation and alcohol use, motivations to drink, expectations about the effects of alcohol use, and athletic involvement and drinking behaviors among adolescents and emerging adults. Prerequisites: PSY

190 or MTH 190, 192, PSY 290 strongly preferred and permission of the instructor. **[N]** 4 credits

Byron L. Zamboanga

Not offered 2011–12

342 Seminar: Psychology of Adolescence and Emerging Adulthood Among U.S. Hispanics

Adolescence is a time of dramatic development whereby young people experience multiple changes in their physical, psychological and social worlds. In the U.S., this age period presents adolescents with exciting opportunities for growth, as well as challenges to healthy development. In an attempt to broaden our understanding of developmental and cultural processes during adolescence, this course will examine acculturation, as well as their relevance to psychosocial adjustment among Hispanic adolescents and emerging adults. Prerequisites: PSY 111 and permission of the instructor. Enrollment limited to 12. **(E) [S]** 4 credits

Byron L. Zamboanga

Not offered 2011–12

D. Clinical and Abnormal

EDC 239 Counseling Theory and Education

Study of various theories of counseling and their application to children and adolescents in educational settings. **[S]** 4 credits

Sue Freeman

Not offered 2011–12

252 Abnormal Psychology

A study of psychopathology and related issues. Course will cover a broad range of mental and personality disorders. Recent clinical and experimental findings stressed, particularly as they relate to major conceptions of mental illness. Prerequisite: 111. **[N]** 4 credits

Randy Frost

Offered Fall 2011

253 Child Clinical Psychology

Survey of child psychopathology from a developmental perspective. Course will cover theories of etiology as well as clinical treatment interventions for a range of childhood disorders and difficulties. Prerequisite: 111 and 252 or 233 or permission of the instructor. **[N]** 4 credits

Patricia DiBartolo

Offered Spring 2012, Spring 2013

254 Clinical Psychology

An overview of clinical psychology focusing on the settings, clients and activities of the clinical psychologist. Attention given to the conceptual and methodological issues facing the clinical psychologist, methods of assessment, forms of psychotherapy and evaluation of the success of psychological interventions. Prerequisite: 111 and 252 or permission of the instructor. **{N}** 4 credits
Randy Frost

Offered Spring 2012

352 Seminar in Advanced Clinical Psychology

Topic: Divorce as Family Transition

Examination of research and clinical knowledge relevant to child and family transitions and adaptation following divorce. We will focus on risk and protective factors with a special focus on children, legal and psychological interventions, and various roles for the mental health professional. Prerequisite: 111 and 252 or 254. Permission of the instructor required. **{N}** 4 credits
Marsha Kline Pruett

Offered Spring 2012

Topic: The Scientific Basis of Adult Psychotherapy

This seminar will provide a guided tour through the scientific literature on psychotherapy. We will begin with a historical overview of the field including a review of the major systems of psychotherapy (psychodynamic, behavioral, cognitive and humanistic). We will then devote some time to developing critical skills for reading the scientific literature. These skills will be nurtured throughout the semester as we move through the major research on psychotherapy "outcome" and "process." Outcome research traditionally asks the question, "Does psychotherapy work?" We will explore the field's current position on that question and demonstrate that it leads naturally to the process question, "How does psychotherapy work?" We will discuss the current literature on this question and gain some "hands-on" experience with psychotherapy process measures. Course readings will be supplemented with videotapes and transcript material from actual psychotherapies. **{N}** 4 credits

Nnamdi Pole

Offered Spring 2012

Topic: Child and Adolescent Anxiety Disorders

Examination of the empirical and theoretical research relevant to anxiety disorders and their associated features in youth. Using a developmental perspective, we will focus on risk factors, theoretical models, and meth-

ods of assessment and intervention. Prerequisite: 111 and 252 or 253. Permission of the instructor required. **{N}** 4 credits

Patricia Di Bartolo

Offered Spring 2012, Spring 2013

354 Seminar in Advanced Abnormal Psychology

Topic: The Meaning of Possessions. A seminar on the role of possessions in people's lives, especially as related to compulsive hoarding, a form of obsessive compulsive disorder. We will study the empirical research, theories of OCD and hoarding behavior, and efforts to develop treatments for this condition. Related constructs such as compulsive buying and acquisition, materialism, kleptomania and psychopathologies of acquisition will also be addressed. Prerequisites: 252 or 254. Permission of the instructor required. **{N}** 4 credits

Randy Frost

Offered Fall 2011

358 Research Seminar in Clinical Psychology

An introduction to research methods in clinical psychology and psychopathology. Includes discussion of current research as well as design and execution of original research in selected areas such as anxiety disorders, PTSD and depression. Prerequisite: 192 and 252 and permission of the instructor. **{N}** 4 credits

Randy Frost, Spring 2012

Patricia DiBartolo, Fall 2011, Fall 2012

Offered Fall 2011, Spring 2012, Fall 2012

E. Social, Personality and Gender

265 Colloquium: Political Psychology

This colloquium is concerned with the psychological processes underlying political phenomena. The course is divided into three sections: Leader, Followers and Social Movements. In each of these sections, we will examine how psychological factors influence political behavior, and how political acts affect individual psychology. Enrollment limited to 18. **{S}** 4 credits

Lauren Duncan

Offered Spring 2011, Fall 2012

266 Psychology of Women and Gender

An exploration of the psychological effects of gender on females and males. We will examine the development of gender roles and stereotypes, and the impact of differences in power within the family, workplace and politics on women's lives and mental health. This course will emphasize how psychologists have conceptualized

and studied women and gender, paying attention to empirical examinations of current controversies (e.g., biological versus cultural bases of gender differences). Prerequisite: PSY 111 or SWG 150. **{S/N}** 4 credits

Lauren Duncan

Offered Fall 2011, Fall 2012

269 Colloquium: Categorization and Intergroup Behavior

A broad consideration of the nature of prejudice, stereotypes and intergroup relations from the perspective of social cognition with emphasis on issues of race and ethnicity. We will encounter theories and research concerning the processes of self-and-other categorization, self identity, stereotyping, prejudice, and strategies from the reduction of intergroup hostility that these approaches inform. Enrollment limited to 18. **{S/N}** 4 credits

Fletcher Blanchard

Offered Fall 2011

270 Social Psychology

The study of social behavior considered from a psychological point of view. Topics include interpersonal behavior, intergroup behavior and social cognition.

Prerequisite: PSY 111 or PSY 269. **{N}** 4 credits

Fletcher Blanchard

Offered Spring 2012

271 Psychology of Personality

The study of the origin, development, structure and dynamics of personality from a variety of theoretical perspectives. **{N}** 4 credits

Philip Peake

Offered Fall 2012

PRS 304 Happiness: Buddhist and Psychological Understandings of Personal Well-Being

Presidential Seminar: What is happiness? What is personal well-being? How are they achieved? This course will examine the core ideas of the Buddhist science of mind and how they are being studied and employed by psychologists, neuroscientists, cognitive scientists and psychotherapists. The focus of the course will be the notion of "happiness," its cross-cultural and cross-disciplinary definition as well as the techniques advocated for its achievement by both the Buddhist and the psychologist. Prerequisite: PSY 111 or REL 105. Enrollment limited to 15 juniors and seniors. **{S/N}** 4 credits

Philip Peake (Psychology) and Jamie Hubbard (Religion)

Offered Fall 2011

369 Research Seminar on Categorization and Intergroup Behavior

An exploration of methods of inquiry in social psychology with emphasis on experimental approaches to current questions in respect to processes of categorization and social identity and their implications for behavior among groups. Prerequisites: 192 and either 266, 269, 270, 271. Enrollment limited to 16. **{N}** 4 credits

Fletcher Blanchard

Offered Spring 2012

370 Seminar in Social Psychology

Topic: Social Psychology of Leadership. A survey of contemporary theory and research regarding leadership and the exercise of power in social settings with special attention to approaches that emphasize the interaction of situational and dispositional concerns. Field observations. Prerequisite: 266, 270, 271 or 278. **{S/N}** 4 credits

Fletcher Blanchard

Offered Fall 2011

371 Seminar in Personality

Topic: Well Being. A survey of current psychological research on the factors that contribute to a person's sense of well being. What are the components of happiness? What are the biological, personality and contextual factors that contribute to that happiness? How does a person's sense of well being influence health, relationships and other important life outcomes? Prerequisites: 270 or 271. **{S/N}** 4 credits

Philip Peake

Offered Spring 2012

374 Psychology of Political Activism

This seminar focuses on people's motivations to participate in political activism, especially activism around social issues. Readings include theoretical and empirical work from psychology, sociology and political science. We will consider accounts of some large-scale liberal and conservative social movements in the U.S. and abroad. Prerequisite: permission of the instructor. **{S}** 4 credits

Lauren Duncan

Not offered 2011–12

375 Research Seminar on Political Psychology

An introduction to research methods in political psychology. Includes discussion of current research as well as design and execution of original research in selected areas such as right wing authoritarianism, group consciousness and political activism. Prerequisite: PSY 192

or GOV 190 and PSY 266 and permission of the instructor. Enrollment limited to 16. **{N}** 4 credits

Lauren Duncan

Offered Spring 2012

F. Advanced Courses

290/MTH 290 Research Design and Analysis

A survey of statistical methods needed for scientific research, including planning data collection and data analyses that will provide evidence about a research hypothesis.

The course can include coverage of analyses of variance, interactions, contrasts, multiple comparisons, multiple regression, factor analysis, causal inference for observational and randomized studies and graphical methods for displaying data. Special attention is given to analysis of data from student projects such as theses and special studies. Statistical software will be used for data analysis. Prerequisites: One of the following: PSY190/MTH 190, MTH 245 or a score of 4 or 5 on the AP Statistics examination or the equivalent. Enrollment limited to 20. **{M}** 4 credits

Nicholas Horton, Fall 2011

David Palmer, Fall 2012

Offered Fall 2011, Fall 2012

400 Special Studies

By permission of the instructor, for qualified juniors and seniors. A scholarly project conducted under the supervision of any member of the department. 1 to 4 credits

Offered both semesters each year

The Major

Advisers: Members of the department

Adviser for Study Abroad: Randy Frost

Basis: PSY 190 may be replaced with ECO 190, GOV 190, SOC 201, PSY/MTH 290, EGR 241 or MTH 241 or MTH 245 followed in each case by MTH 247. MTH 111 or its equivalent is a prerequisite for ECO 250 and ECO 253.

Each student, with the approval of her major adviser, elects a carefully planned program of course selections designed to meet the following requirements: 10 semester courses including the basis. The basis must be completed before entering the senior year. Competence in the major is demonstrated by sufficient breadth of course selections from the various substantive areas, as well as adequate depth in at least one track. Normally, breadth is

achieved by selecting at least one course from four of the five curricular tracks, A–E. Depth is achieved by selecting at least three courses in a substantive track (A–E) or by a constellation of courses from more than one track that represents a focus important to the student and recognized by the department. Students are strongly advised to work with their major adviser to define their program of study for the major. One course in the track of depth must be a seminar. Although we discourage the use of the S/U option for courses in the major, students are allowed to take one non-basis course S/U. Basis courses must be taken using the regular grading option.

Students are encouraged to attend departmental colloquia.

Students planning careers in academic or professional psychology, social work, personnel work involving guidance or counseling, psychological research, or paraprofessional occupations in mental health settings or special education programs should consult their major advisers regarding desirable sequencing of courses.

Information about graduate programs in psychology and allied fields may be obtained from members of the department.

The Minor

Advisers: Members of the department

Requirements: Six semester courses including two of the three courses that comprise the basis for the major, and four additional courses selected from at least two of the five tracks A–E. In addition, one of these four courses must be a seminar.

Honors

Director: To be announced

431 Honors Project

8 credits

Offered each Fall

432d Honors Project

12 credits

Full-year course; Offered each year

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Public Policy

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Director

¹² Donald Baumer, Professor of Government

Advisers

^{***} Randall Bartlett, Professor of Economics
Deborah Haas-Wilson, Professor of Economics

The program in public policy provides students with an opportunity to explore, from a multidisciplinary perspective, both the processes of making social choices and the content of contemporary policy issues. Most courses in the program are intended to serve as interdisciplinary complements to departmental offerings. Likewise, the minor in public policy is designed to be a valuable complement to majors in both the social and the natural sciences.

GOV 207 Politics of Public Policy

A thorough introduction to the study of public policy in the United States. A theoretical overview of the policy process provides the framework for an analysis of several substantive policy areas, to be announced at the beginning of the term. **{S}** 4 credits

Donald Baumer

Offered Fall 2011

IDP 208 Women's Medical Issues

A study of topics and issues relating to women's health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion, menopause, depression, eating disorders, nutrition and cardiovascular disease. Social, ethical and political issues will be considered including violence, the media's representation of women, and gender bias in health care. An international perspective on women's health will also be considered. **{N}** 4 credits

Leslie Jaffe (Health Services)

Offered Spring 2012

220 Public Policy Analysis

Analysis of the institutions and processes of public policy formation and implementation. Explores models designed to explain policy and also those whose pur-

pose is to "improve" policy. Develops and uses analytical tools of formal policy analysis. Examines the debate over the possible and proper uses of these analytic tools.

{S} 4 credits

Randall Bartlett (Economics)

Offered Fall 2012

SWG 222 Gender, Law and Society

This course explores the legal status of women in the United States historically and today, focusing in the areas of employment, education, sexuality, reproduction, the family and violence. We will study constitutional and statutory law as well as public policy. Some of the topics we will cover are sexual harassment, domestic violence, sexual assault, sexual orientation and gender identity discrimination and pregnancy discrimination. We will study feminist activism to reform the law and will examine how inequalities based on gender, race, class and sexuality shape the law. We will also discuss and debate contemporary policy and future directions. Prerequisite: SWG 150 or permission of the instructor.

(E) **{S}** 4 credits

Carrie Baker (Study of Women and Gender)

Offered Fall 2011

SWG 223 (C) Sexual Harassment in History, Law and Culture

This course is an interdisciplinary exploration of sexual harassment in the United States. We will examine the history and incidence of sexual harassment, the social movement opposing sexual harassment, and the development of law and public policy on the issue. We will study sexual harassment in a variety of contexts, including the workplace, primary and secondary schools, higher education, the military and prisons, housing and on the street. Finally, we will consider the

significance of gender, race and sexuality for sexual harassment. Readings include first person accounts, feminist theory, legal cases, social science research, and primary and secondary sources. Prerequisite: SWG 150 or permission of the instructor. (E) **{S}** 4 credits
Carrie Baker (Study of Women and Gender)
 Offered Fall 2011

ECO 224 Environmental Economics

The economic causes of environmental degradation and the role that markets can play in both causing and solving pollution and resource allocation problems. Topics include resource allocation and sustainability, cost-benefit analysis, pollution standards, taxes and permits, public goods and common property resources. Prerequisite: 150. **{S}** 4 credits
Susan Stratton Sayre (Economics)
 Offered Spring 2012

SOC 232 World Population

This course will introduce students to environmental, economic, feminist, and nationalist perspectives on population growth and decline. We will examine current populations trends and processes (fertility, mortality and migration) and consider the social, political, economic and environmental implications of those trends. The course will also provide an overview of various sources of demographic data as well as basic demographic methods. Enrollment limited to 35. **{S}** 4 credits
Leslie King (Sociology)
 Offered Spring 2012

250 Race and Public Policy in the United States

Explanation of current policy issues regarding race. Topics include voting rights, compensation, public and private education, bilingual education and affirmative action in employment. Recommended background: PPL 220a or a course in American government. **{S}** 4 credits
Randall Bartlett (Economics)
 Offered Fall 2011

GOV 306 Seminar: Politics and the Environment

Topic: Politics and the Environment. An examination of environmental policy making within the federal government, with special emphasis on how Congress deals with environmental policy issues. A variety of substantive policy areas from clean air to toxic waste will be covered. Students will complete research papers

on an environmental policy topic of their choice. Prerequisite: a 200-level course in American Government. **{S}** 4 credits
Donald Baumer
 Offered Spring 2012

ECO 351 Seminar: The Economics of Education

Topic: Economics of Higher Education. An exploration of several of the following topics in the economics of higher education: the economic returns to a college education; the additional economic returns to attending an elite college; the determinants of college admissions; the role of SAT scores in determining performance in college; the construction and effects of The *U.S. News* rankings of colleges; peer effects in colleges; and the current (and future) crisis in funding higher education. Throughout the course an emphasis will be placed on empirically testing economic hypotheses using several databases. Prerequisites: 250 and 220. **{S}** 4 credits
Roger Kaufman (Economics)
 Offered Fall 2011

SOC 333 Seminar: Social Justice, the Environment and the Corporation

Over the last century the reach of corporations has gradually extended into all facets of our lives, yet most of us rarely stop to think about the corporation as a social entity. This course will focus on the social, economic and legal foundations that both shape its power and provide a dominant logic for its actions. We will examine the implications of corporate power and processes for communities, workers and the environment. We will also focus on the ways that governments and various social groups have sought to change corporate assumptions and behaviors concerning their social and environmental responsibilities. Prerequisite: SOC 101. Enrollment limited to 12 students. (E) 4 credits
Leslie King (Sociology)
 Offered Fall 2011

390 Senior Public Policy Workshop

An assessment of current policy controversies undertaken as group projects. Policy recommendations made by groups should be based on both technical advisability and political feasibility. Limited to seniors who are completing the program in public policy or other seniors with permission of the instructor. **{S}** 4 credits
To be announced
 Not offered 2011–12

400 Special Studies

By permission of the director.

Variable credit

Offered both semesters each year

The Minor

Director: Donald Baumer, Professor of Government

Advisers: Randall Bartlett (Economics); Donald Baumer (Government); Deborah Haas-Wilson (Economics)

The minor consists of six courses:

GOV 207 or PPL 220

Any two public policy electives;

Any two courses from departmental offerings that have substantial policy content (to be selected in consultation with a minor adviser); PPL 390 or an alternate selected in consultation with a minor adviser.

Quantitative Courses for Beginning Students

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

The following courses engage students in quantitative analysis. Note, some may have prerequisites.

AST 100 A Survey of the Universe

Discover how the forces of nature shape our understanding of the cosmos. Explore the origin, structure, and evolution of the earth, moons and planets, comets and asteroids, the sun and other stars, star clusters, the Milky Way and other galaxies, clusters of galaxies, and the universe as a whole. Designed for non-science majors. **{N}** 4 credits

Suzan Edwards

Offered Spring 2012

AST 103 Sky and Telescopes

View the sky with the telescopes of the McConnell Rooftop Observatory, including the moon, the sun, the planets, nebulae and galaxies. Learn to use a telescope on your own, and find out about celestial coordinates and time-keeping systems. Designed for non-science majors. Enrollment limited to 20 students per section.

{N} 3 credits

James Lowenthal

Offered Fall 2011

BIO 110 Introductory Colloquia: Life Sciences for the 21st Century:

Women and Exercise—What Is Really Going On in Our Muscles (Q, R, L)

Muscle responds to environmental changes and stresses in ways we don't even notice. It atrophies from disuse, hypertrophies from weight lifting, and changes in response to daily exercise. We will explore the effects of exercise on ourselves. We will examine different muscle cell types at the microscopic level. We will carry out biochemical analyses of metabolites such as glucose and lactate, and enzymes such as creatine kinase

and lactate dehydrogenase, to elucidate changes due to exercise. We will also explore some physiological and molecular alterations that help our bodies compensate for new exercise patterns. Enrollment limited to 15. **{N}**

Stylianos Scordilis

Offered Fall 2011

CHM 111 Chemistry I: General Chemistry

The first semester of our core chemistry curriculum introduces the language(s) of chemistry and explores atoms, molecules and their reactions. Topics covered include electronic structures of atoms, structure shape and properties of molecules; reactions and stoichiometry. Enrollment limited to 16 per lab section. **{N}** 5 credits

Members of the department

Laboratory Coordinator: Maria Bickar

Offered Fall 2011, Fall 2012

CHM 118 Advanced General Chemistry

This course is designed for students with a very strong background in chemistry. The elementary theories of stoichiometry, atomic structure, bonding, structure, energetics and reactions will be quickly reviewed. The major portions of the course will involve a detailed analysis of atomic theory and bonding from an orbital concept, an examination of the concepts behind thermodynamic arguments in chemical systems, and an investigation of chemical reactions and kinetics. The laboratory deals with synthesis, physical properties and kinetics. The course is designed to prepare students for CHM 222/223 and to replace both CHM 111 and CHM 224. A student who passes 118 cannot take either 111 or 224. Enrollment limited to 32. **{N}** 5 credits

Robert Linck

Laboratory Coordinator: Heather Shafer

Offered Fall 2011, Fall 2012

ECO 150 Introductory Microeconomics

How and how well do markets work? What should government do in a market economy? How do markets set prices, determine what will be produced, and decide who will get the goods? We consider important economic issues including preserving the environment, free trade, taxation, (de)regulation and poverty. **{S}** 4 credits

Members of the department

Offered both semesters each year

ECO 153 Introductory Macroeconomics

An examination of current macroeconomic policy issues, including the short and long-run effects of budget deficits, the determinants of economic growth, causes and effects of inflation, and the effects of high trade deficits. The course will focus on what, if any, government (monetary and fiscal) policies should be pursued in order to achieve low inflation, full employment, high economic growth and rising real wages. **{S}** 4 credits

Members of the department

Offered both semesters each year

ECO 190 Introduction to Statistics and Econometrics

Summarizing, interpreting and analyzing empirical data. Attention to descriptive statistics and statistical inference. Topics include elementary sampling, probability, sampling distributions, estimation, hypothesis testing and regression. Assignments include use of statistical software and micro computers to analyze labor market and other economic data. Prerequisite: 150 and 153 recommended. Students will not be given credit for both ECO 190 and any of the following courses: MTH 190/PSY 190, GOV 190, MTH 245 or SOC 201. **{S/M}** 4 credits

Elizabeth Savoca, Robert Buchele

Offered both semesters each year

(To become ECO 220 5 credits PENDING CAP APPROVAL)

EGR 101 Structures and the Built Environment

This course, designed for a general audience, examines the development of large structures (towers, bridges, domes) throughout history with emphasis on the past 200 years. Following the evolution of ideas and materials, it introduces students to the interpretation of significant works from scientific, social and symbolic

perspectives. Examples include the Brooklyn Bridge, the Eiffel Tower and the Big Dig. **{N}** 4 credits
Not offered 2011–12

EGR 102/HSC 211 Ancient Inventions

The dramatic pace of technological change in the twentieth century obscures the surprising fact that most of the discoveries and inventions on which modern societies have been constructed were made in prehistoric times. Ancient inventions tell detailed stories of complex knowledge for which no written records exist. In the first part of the course, we will survey what is known about the technology of daily life in several very ancient societies. In the second part, we will study one important technology, the production of textiles, in detail. During the third part of the course students will work on group projects in the Science Center machine shop, reconstructing an ancient invention of their choice. **{H/N}** 4 credits
Not offered 2011–12

ESS 175 Applied Exercise Science

An experiential course designed to introduce students to applied exercise physiology and kinesiology. Energy expenditure, energy systems, aerobic power, exercise fuels, effort perception, applied anatomy, and training principles are studied using a system of lecture and laboratory sessions. Enrollment limited to 20. **{N}** 2 credits
Barbara Brehm-Curtis and Lily Hallock
Offered Fall 2011

ESS 215 Physiology of Exercise

Exercise, sport, and outdoor activities all require energy to perform. The study of these energetic events is the basis of this course. We study how the body adapts to repeated bouts of physical activity and how the body can perform a single event. This course is highly applied. Short lectures accompanied by relevant laboratory experiences are the methodology. Prerequisite: BIO 114, 111 or permission of the instructor. This course also counts toward the major in biology. **{N}** 4 credits
Not offered 2011–12

FYS 136 People and the American City: Visual Display of Complex Information

An introduction to the graphical representation of quantitative ideas. Jane Jacob's classic conception of the way cities affect people and William H. White's pioneering approach to capturing information about

the behavior of people in urban spaces will guide our exploration of the dynamic processes and relationships involving people in cities. Lecture, computing labs, field observation and discussion. Enrollment limited to 16. **Quantitative Skills** 4 credits

Fletcher Blanchard (Psychology)

Not offered 2011–12

GOV 190 Empirical Methods in Political Science

The fundamental problems in summarizing, interpreting and analyzing empirical data. Topics include research design and measurement, descriptive statistics, sampling, significance tests, correlation and regression. Special attention will be paid to survey data and to data analysis using computer software. **(S/M)** 4 credits

Howard Gold

Offered Spring 2012

MTH 101/QSK 101 Algebra

This course is intended for students who need additional preparation to succeed in courses containing quantitative material. It will provide a supportive environment for learning or reviewing, as well as applying, arithmetic, algebra and mathematical skills. Students develop their numerical, statistical and algebraic skills by working with numbers drawn from a variety of sources. Enrollment limited to 20. Permission of the instructor required. This course does not carry a Latin Honors designation. 4 credits

Catherine McCune

Offered Fall 2011, Spring 2012

MTH 102 Elementary Functions

Linear, polynomial, exponential, logarithmic and trigonometric functions; graphs, mathematical models and optimization. For students who need additional preparation before taking calculus or quantitative courses in scientific fields, economics, government and sociology. Also recommended for prospective teachers whose precalculus mathematics needs strengthening. **(M)** 4 credits

Mary Murphy

Offered each Fall

MTH 107 Statistical Thinking

An introduction to statistics that teaches broadly relevant concepts. Students from all disciplines are welcome. Topics include graphical and numerical methods for summarizing data; binomial and normal probability distributions; point and interval estimates

for means and for proportions; one- and two-sample tests for means and for proportions; principles of experimental design. The class meets in a computer lab and emphasizes using the computer for analysis of data. Students will design experiments, collect and analyze the data, and write reports on findings. Enrollment limited to 25. Prerequisite: high school algebra. **(M)** 4 credits

To be announced

Offered Spring 2012

MTH 111 Calculus I

Rates of change, differential equations and their numerical solution, integration, differentiation, and the fundamental theorem of the calculus. Situations in science and social science in which calculus naturally arises are emphasized. **(M)** 4 credits

Members of the department

Offered both semesters each year

MTH 190/PSY 190 Statistical Methods for Undergraduate Research

PENDING CAP APPROVAL

An overview of the statistical methods needed for undergraduate research emphasizing methods for data collection, data description, and statistical inference including an introduction to study design, confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data will be discussed. Applications are emphasized, and students use SPSS and other statistical software for data analysis. Classes meet for lecture/discussion and a required laboratory that emphasized the analysis of real data. This course satisfies the basis requirement for the psychology major. Students who have taken MTH 111 or the equivalent should take MTH 245, which also satisfies the basis requirement. Normally students will not be given credit for MTH 190/PSY 190 and any of the following courses: ECO 190, GOV 190, MTH 241, MTH 245 or SOC 201. Exceptions may be allowed in special circumstances and require permission of the adviser and the instructor. Enrollment limited to 40. **(M)** 5 credits

Philip Peake, Fall 2011

David Palmer, Spring 2012

SOC 201 Evaluating Information

An introduction to statistical and other strategies for summarizing and evaluating sociological data. Topics include descriptive statistics, probability theory, correla-

tion, presentation and assessment of research findings, deduction and induction, error and bias, confidence.

{M} 5 credits

Leslie King

Offered Fall 2011

SOC 202 Quantitative Research Methods

This course explores both the philosophy and practice of research methods. The first part of the course focuses on the scientific method and positivism as a model for social research and contemporary techniques of this model. Here we will discuss alternative social science paradigms and the relationship between sociological theory and research methods. The second part of the course focuses on the practice of quantitative research methods. Students will design and carry out a research project using survey methodology, along with exercises in additional quantitative methods. Prerequisite: 201.

{S/M} 4 credits

Tina Wildbagen

Offered Spring 2012

the Zohar, and other thinkers, as well as personal documents of religious experience and thought. All readings in English. **{H}** 4 credits

Lois Dubin

Offered Fall 2011

223 Jews and Modernity: Europe and Beyond

A thematic survey of Jewish history and thought from the 16th century to the present, examining Jews as a minority in modern Europe and in global diaspora. We will examine changing dynamics of integration and exclusion of Jews in various societies as well as diverse forms of Jewish religion, culture, and identity among Sefardic, Ashkenazic and Mizrahi Jews. Readings include major philosophic, mystical and political works in addition to primary sources on the lives of Jewish women and men, families and communities, and messianic and popular movements. We will pay attention throughout to tensions between assimilation and cohesion; tradition and renewal; and history and memory.

{H} 4 credits

Lois Dubin

Offered Spring 2012

REL 225/ JUD 125 Jewish Civilization

An introduction to Jewish civilization from a variety of perspectives (religion, history, politics, philosophy, literature and culture). Consideration of core ideas, texts, and practices that have animated Jews and Judaism from antiquity to the present, with attention both to classical and modern formulations. Focuses on dynamics of cultural transmission and re-invention among Jewish communities in diverse settings. **{H/L}** 4 credits

Joel Kaminsky

Offered Spring 2012

Christian Traditions

235 The Catholic Philosophical Tradition

Faith and reason, worship and the intellectual life, the meaning of redemption and the nature of Catholicism according to major thinkers in the Catholic tradition. Readings from Augustine, Anselm, Aquinas, Pascal, John Henry Newman, G.K. Chesterton, Simone Weil, Hans Urs von Balthasar, Karol Wojtyla (Pope John Paul II), Elizabeth Anscombe, Alasdair MacIntyre and others. **{H}** 4 credits

Carol Zaleski

Offered Spring 2012

236 Eastern Christianity

An introduction to the history and spirituality of Eastern Orthodox Christianity, with focus on the Byzantine and Russian traditions. Topics include the meanings and markers of tradition; icons and ritual; the spiritual elder and monastic culture; points of difference with Catholicism and Protestantism. Given that Eastern Christianity has made an unexpected comeback in post-Soviet society and culture, this course also examines contemporary Orthodox discourse on such issues as human rights, modernization, globalization and church/state relations. Readings from ancient and contemporary mystical, philosophical, liturgical, literary and political sources. Occasional films. **{H/L}** 4 credits

Vera Shevzov

Offered Fall 2011

238 Mary: Images and Cults

Whether revered as the Birth-Giver of God or remembered as a simple Jewish woman, Mary has both inspired and challenged generations of Christian women and men. This course focuses on key developments in the "history of Mary" since Christian times to the present. How has her image shaped Christianity? What does her image in any given age tell us about personal and collective Christian identity? Topics include Mary's "life"; rise of the Marian cult; differences among Protestant, Catholic and Orthodox Christians; apparitions (e.g., Guadalupe and Lourdes); miracle-working icons; Mary, liberation and feminism. Liturgical, devotional, and theological texts, art and film. Enrollment limited to 30. **{H}** 4 credits

Vera Shevzov

Offered Fall 2011

Islamic Traditions

245 The Islamic Tradition

The Islamic religious tradition from its beginnings in seventh-century Arabia through the present day, with particular emphasis on the formative period (A.D. 600–1000) and on modern efforts at reinterpretation. Topics include Muhammad and the Qur'an, prophetic tradition, sacred Law, ritual, sectarianism, mysticism, dogmatic theology and popular practices. Emphasis on the ways Muslims in different times and places have constructed and reconstructed the tradition for themselves. **{H}** 4 credits

Suleiman Mourad

Offered Fall 2011

248 Topics in Modern Islam

Topic: Jihad. The persistence of the ideology of jihad in modern Islam drives revivalists and apologists to disagree over the meaning of "jihad" and whether it should be understood to necessitate violence or as an interpersonal spiritual struggle. This course examines the most important modern debates about Jihad and how each position engages and appeals to the foundational Islamic sources (e.g. Qur'an, Muhammad, Shari'a/Islamic Law) and Islamic history for legitimacy. It also explores the factors that make the rhetoric used by modern jihadists popular among certain Muslim constituencies, inspiring them to wage holy war against "infidels" as well as fellow Muslims. Course may be repeated for credit with a different topic. Enrollment limited to 35. **{H}** 4 credits

Suleiman Mourad

Offered Fall 2011

Buddhist Traditions

260 Buddhist Thought

Enduring patterns of Buddhist thought concerning the interpretations of self, world, nature, good and evil, love, wisdom, time and enlightenment as revealed in a careful reading of two major Mahayana texts. Enrollment limited to 35. **{H}** 4 credits

Peter N. Gregory

Offered Fall 2011

265 Colloquium in East Asian Religions

Topic: Chinese Religions. The course will explore some of the basic orientations and themes in Chinese religions by focusing on two clusters of stories, practices, and images that are central to understanding the evolution of Chinese Buddhism. First we will examine the transformation of the Indian Buddhist bodhisattva Avalokitesvara into the Goddess of Mercy Guanyin by investigating how Buddhist canonical sources and imagery interacted with Chinese notions of gender, family, filial piety and cosmic resonance to produce the most-widely revered deity in Chinese religion. We will then examine various practices for feeding hungry ghosts associated with Mulian's (Maudgalyāyana) travel to hell to save his mother, which we will explore within the broader context of indigenous beliefs and practices concerning ancestors, the dead, mortuary practice and shamanic journeys. The course will use these two "case studies" to reflect on broader themes of how Chinese

Buddhism both transformed and was transformed by Confucianism, Daoism and popular religious culture.

{H} 4 credits

Peter N. Gregory

Offered Spring 2012

267 Buddhism, the Beats and the Making of the Counterculture

The development of a uniquely American idiom of Buddhism beginning in the late 1960s owes much to the writings of the Beats in the 1950s. The cultural innovations of the fifties reverberated in the social and political shifts of the sixties to give rise to an American Buddhist idiom that emphasized meditation, direct experience, community, socially engaged action and concern with the environment. The course will explore the representations of Buddhism in the works of such notable Beat writers as Jack Kerouac, Allen Ginsberg, Gary Snyder and Philip Whalen and their influence on the countercultural movement and the various Buddhist communities (both imagined and institutional) that arose from the sixties on. The course will also analyze the Beat aesthetic of spontaneity in new forms of cultural expressions in the fifties—such as the action painting of abstract expressionists like Jackson Pollock and the bebop jazz of Charlie Parker—and Eastern ideas of creativity and naturalness introduced by D. T. Suzuki, Alan Watts and R. H. Blythe. Enrollment limited to 25. **{E}** **{H/L}** 4 credits

Peter N. Gregory

Offered Fall 2011

270 Sites and Sounds: A Pilgrim's Guide to Pre-Modern Japanese Buddhism

The development of Buddhism and other religious traditions in Japan from prehistory through the 19th century. Topics include doctrinal development, church/state relations, and the diffusion of religious values in Japanese culture, particularly in the aesthetic realm (literature, gardens, tea, the martial arts, etc.). **{H}** 4 credits

Jamie Hubbard

Offered Spring 2012

South Asian Traditions

276 Religious History of India: Medieval and Modern Periods

An introduction to the ideas and practices of South Asian Hindus, Buddhists, Jains, Muslims, Sikhs, Parsis

and Jews, with an emphasis on how these religious identities are constructed and contested. Materials to be considered include philosophical writings, ritual texts, devotional poetry, comic books, legal treatises, newspaper clippings, personal memoirs, as well as ethnographic and popular films. **{H}** 4 credits

Andy Rotman

Offered Fall 2011

277 South Asian Masculinities

This course considers the role of religion in the construction of male identities in South Asia, and how these identities function in the South Asian public sphere. Topics to be considered will include Krishna devotion and transgender performance; the cinematic phenomenon of the "angry young man"; *bijras* and the construction of gender; wrestling and the politics of semen retention; and the connection between Lord Ram and the rise of militant Hindu nationalism. **{S}**

Andy Rotman

Offered Spring 2012

300-Level Courses

Prerequisites as specified.

301 Seminar: Topics in Philosophy of Religion

Topic: C.S. Lewis. The life and thought of C.S. Lewis (1898–1963), the literary historian, novelist, poet, critic, satirist and popular Christian philosopher. Readings will be drawn from Lewis's writings on medieval and Renaissance literature, his fantasies (including the space trilogy and *Narnia*), philosophical and religious writings, letters and diaries, and the memoir *Surprised by Joy*. Attention will be given to Lewis as a war writer "Romantic rationalist," and controversialist, as well as to the main concerns and critical reception of his scholarly, imaginative and religious works. Permission required. Enrollment limited to 12. **{H/L}** 4 credits.

Carol Zaleski

Offered Fall 2011

PRS 304 Happiness: Buddhist and Psychological Understandings of Personal Well-Being

Presidential Seminar: What is happiness? What is personal well-being? How are they achieved? This course will examine the core ideas of the Buddhist science of mind and how they are being studied and employed by psychologists, neuroscientists, cognitive

scientists and psychotherapists. The focus of the course will be the notion of "happiness," its cross-cultural and cross-disciplinary definition as well as the techniques advocated for its achievement by both the Buddhist and the psychologist. Prerequisite: PSY 111 or REL 105. Enrollment limited to 15 juniors and seniors. **{S/N}** 4 credits

Philip Peake (Psychology) and Jamie Hubbard (Religion)

Offered Fall 2011

PRS 318 Religion of the Marketplace: A Demystification

There is a tendency to view the marketplace and religion as discrete spheres of activity, not recognizing the important ways that religion functions as a marketplace, with merit and salvation to be earned or lost, and the ways that the marketplace itself functions as a religion, with its own creeds, rituals, sacred texts and unquestioned truths. This course will take this latter proposition seriously, for we think that it provides enormous insight into the workings of markets, from the logic of gift exchange to the metaphor of the invisible hand, from the interest in apparent disinterestedness to the status of economics as a master discipline. This will be an interdisciplinary course, drawing upon the concepts and methods of sociology and religious studies to examine the logic, practice and mythology of markets, their institutions, and the faithful, with particular emphasis on the United States. Readings will draw from classic work in sociology, economics, and religious studies, as well as recent work in economic sociology, economic anthropology and cultural studies. Enrollment limited to 15 juniors and seniors and by permission of the instructor. (E) **{H/S}** 4 credits

Andrew Rotman (Religion) and Rick Fantasia (Sociology)

Offered Fall 2011

335 Seminar: Topics in Christianity and Culture

Topic: The Russian Icon. As devotional object, political symbol and art commodity, the Russian icon has been revered as sacred, vilified as reactionary, and displayed and sold as masterpiece. This seminar examines the complex and multifaceted world of the Russian icon from its Byzantine roots to its contemporary re-emergence in the public space of post-Soviet Russia. Consideration of the iconographic vocation and craft; beauty and the sacred; devotions and rituals; the icon and national identity; the "discovery" of the icon by the modern art world; controversial images and forms

of iconoclasm. In addition to icons themselves, sources will include historical, devotional, liturgical, philosophical and literary texts. Enrollment limited to 12.

{H/L} 4 credits

Vera Shevzov

Offered Spring 2012

360 Seminar: Problems in Buddhist Thought

Topic: Zen in China and Japan. The seminar will focus on a close reading of some of the formative texts in the development of the Zen tradition in China and Japan, beginning with the *Platform Sutra* and moving on to other texts chosen in accord with student interest. We will explore both their philosophical content and historical context. **{H}** 4 Credits

Peter N. Gregory

Offered Spring 2012

400 Special Studies

By permission of the department, normally for senior majors who have had four semester courses above the introductory level. 2 to 4 credits

Offered both semesters each year

408d Special Studies

By permission of the department, normally for senior majors who have had four semester courses above the introductory level. 8 credits

Full-year course; Offered each year

Language Courses

Students who take an introductory year in an ancient or modern language and who complete an advanced class in religious texts of that language will receive credit for two courses toward the Religion major for the introductory year of study, in addition to the credit received for the advanced class (counted in courses 7–10). Students interested in pursuing courses at an advanced level in a particular language should contact the appropriate department member or their adviser.

Students who take a language related to their area of concentration (but without an advanced class in religious texts) may receive up to one course credit toward the major, with that course counted as an elective outside the department (courses 11–12).

The Major

Advisers: Lois Dubin, Peter N. Gregory, Jamie Hubbard, Joel Kaminsky, Suleiman Mourad, Andy Rotman, Vera Shevzov, Carol Zaleski

Adviser for Study Abroad: Peter Gregory

Requirements for Majors

12 semester courses are required. Courses counting toward the major may not be taken S/U.

Breadth (Courses 1–4)

A student will normally take four 200-level courses in the Religion Department choosing one each from four of the following seven categories: (i) Philosophical, Theoretical or Comparative; (ii) Biblical Literature; (iii) Jewish Traditions; (iv) Christian Traditions; (v) Islamic Traditions; (vi) Buddhist Traditions; (vii) South Asian Traditions. In fulfilling this requirement, a student may count no more than two courses in Biblical Literature, Jewish Traditions and Christian Traditions. A student may also count one of the broad-based departmental introductory courses (e.g., REL 105, REL 106, REL 108) in place of one of these four courses.

Colloquium (Course 5)

A student will take Approaches to the Study of Religion (REL 200).

Seminar (Course 6)

A student will take a seminar in the Religion Department.

Depth (Courses 7–8 or 7–9)

A student will take three related courses, defined by religious tradition, geographical area, discipline or theme. Examples of possible concentrations are Bible and its subsequent interpretations, philosophy of religion, women and gender, religion and politics, religion and the arts, ritual studies and religion in America. In most cases, this will involve adding two more courses to one already counted, though in some cases, it may involve three courses independent of those counted above. In short, no more than one course from courses 1–6 may be counted toward this requirement. A student will define her concentration in consultation with her

adviser, and then submit it to the departmental curriculum committee. A student may count any departmental course toward this requirement, but no more than one 100-level course. A student may also count one course taken outside the department toward this requirement.

Electives (Courses 9–12 or 10–12)

A student will take three or four additional Religion courses to complete the twelve courses for the major.

In consultation with her adviser, a student may count two relevant courses outside the department toward these electives. If no course outside the religion department has been used to count toward the depth requirement, a student may take two courses outside the department as electives. If one outside course has been used to count toward the depth requirement, only one such course may be taken as an elective.

For relevant outside courses, students should check current offerings by other departments and programs, such as anthropology, archaeology, art, classics, government, history, Jewish studies, medieval studies, middle east studies, music and philosophy.

The Minor

Advisers: Same as for the major

Requirements for Minors

Five semester courses are required. Courses counting toward the minor may not be taken S/U. No course may be counted twice toward the fulfillment of the requirements.

Breadth (Courses 1–3)

A student will normally take three 200-level courses, choosing one each from three of the following seven categories: (i) Philosophical, Theoretical or Comparative; (ii) Biblical Literature; (iii) Jewish Traditions; (iv) Christian Traditions; (v) Islamic Traditions; (vi) Buddhist Traditions; (vii) South Asian Traditions. In fulfilling this requirement, a student may count no more than two courses in Biblical Literature, Jewish Traditions and Christian Traditions.

Electives (Courses 4–5)

A student will take two additional courses of her choice in the religion department.

Honors

Director: Lois Dubin

430d Honors Project

8 credits

Full-year course; Offered each year

The religion department encourages majors to apply to the departmental honors program and engage in a significant research project of their own design. Students in the honors program develop, research, write, and defend a thesis in close consultation with a faculty mentor. For further details please contact the director of honors.

Russian Language and Literature

Visiting faculty and some lecturers are generally appointed for a limited term.

Visit www.smith.edu/catalog for current course information.

Professors

^{**} Maria Nemcová Banerjee, Ph.D., *Chair*

^{††} Alexander Woronzoff-Dashkoff, Ph.D.

Senior Lecturer

Catherine Woronzoff-Dashkoff, A.B.

A. Language

Credit is not granted for the first semester only of an introductory language course.

100y Elementary Russian

Four class hours and laboratory. {F} 10 credits

Catherine Woronzoff-Dashkoff

Full year course; Offered each year

220y Intermediate Russian

General grammar review. Selections from Russian texts, not exclusively literary. Prerequisite: 100y or the equivalent. {F} 8 credits

Catherine Woronzoff-Dashkoff

Full year course; Offered each year

331 Advanced Russian

Readings and discussion of texts taken from classical and Soviet literature, as well as current journals. Intensive practice in writing. Prerequisite: 220 or permission of the instructor. {F} 4 credits

Catherine Woronzoff-Dashkoff

Not offered 2011–12

332 Advanced Russian

A continuation of 331. Extensive translation of current material from Russian to English, and intensive practice in writing. Prerequisite: 331. {F} 4 credits

Catherine Woronzoff-Dashkoff

Not offered 2011–12

338 Seminar in Language and Literature

Advanced study of a major Russian literary text. {L/F} 4 credits

Topic: Mikhail Bulgakov's Master and Margarita

Discussion, conversation, oral reports, papers. Prerequisite: 332 or permission of the instructor. {L/F} 4 credits

Catherine Woronzoff-Dashkoff

Offered Fall 2011

Topic: Anna Karenina

Discussion, conversation, oral reports, papers. Prerequisite: 332 or permission of the instructor.

Catherine Woronzoff-Dashkoff

Not offered 2011–12

B. Literature

126 Readings in 19th-Century Russian Literature

Topic: Alienation and the Search for Identity. A study of the individual's struggle for self-definition in society: from the superfluous man, through the underground man, to the role of women. Emphasis on the social, political and ideological context of the works considered. Authors treated include Pushkin, Lermontov, Gogol, Goncharov, Turgenev, Tolstoy, Dostoevsky and Chekhov. In translation. {L} 4 credits

Maria Banerjee

Offered Fall 2011

127 Readings in 20th-Century Russian Literature

Topic: Literature and Revolution. The theme of revolution as a central concern of Soviet literature. Authors treated include Gorky, Bely, Blok, Mayakovsky, Pilnyak, Zamiatin, Gladkov, Babel, Sholokhov, Pasternak, Solzhenitsyn. In translation. {L} 4 credits

Alexander Woronzoff-Dashkoff

Not offered 2011–12

235 Dostoevsky

A close reading of all the major literary works by Dostoevsky, with special attention to the philosophical, religious and political issues that inform Dostoevsky's search for a definition of Russia's spiritual and cultural identity. In translation. **[L]** 4 credits

Maria Banerjee

Offered Spring 2012

237 The Heroine in Russian Literature from *The Primary Chronicle* to Turgenev's *On the Eve*

Examination of the changing portrayal of the exemplary female identity and destiny and the attendant literary conventions in some of the major texts of the following periods: medieval (Kievan and Muscovite), classical (18th century), and the age of romantic realism. In translation. **[L]** WI 4 credits

Not offered in 2011–12

239 Major Russian Writers

Russia Between East and West

The course examines the riddle of Russia's identity and destiny as it appears in the distorting mirror of Gogol's *Dead Souls* and in Tolstoy's *War and Peace*. The underlying debate between the Westernizers and Slavophiles will be illustrated by polemical writings of Chaadaev, Aksakov, Herzen and Dostoevsky. In the 20th century the arguments are reshaped in the crucible of the Revolution, as exemplified in the Berdiaev's *The Origins of Russian Communism* and Trotsky's *Literature and Revolution*. Readings from the Soviet period will include literary texts by Solzhenitsyn and philosophical reflections by dissident thinkers from Russia and Eastern Europe. 4 credits

Maria Banerjee

Not offered 2011–12

Women's Memoirs and Autobiographical Writings in Russia

A study of Russian culture, history and literature through outstanding examples of women's autobiographical writings from the 18th to the 20th centuries. The course will focus on issues of gender, class, race and disguise, among others. Authors to include Catherine II, Ekaterina Dashkova, Nadezhda Durova, Marina Tsvetaeva, Anna Akhmatova, Evgeniia Ginzburg and Yelena Khanga. **[L]** 4 credits

Alexander Woronzoff-Dashkoff

Not offered 2011–12

240 Russian Culture, Literature and Art

This integrating course is an introduction to Russian culture from medieval times to the Russian Revolution. Russian religious culture, painting, music, architecture, the folk tradition and socio-political movements will be studied in conjunction with historical and literary texts. Readings will include the ancient historical chronicles, the lives of early Russian saints, and medieval tales, along with the poems and short prose works of such classic Russian authors as Pushkin, Gogol, Turgenev, Tolstoy, Dostoevsky and Blok. For those students planning to study in Russia, the course offers many valuable insights into the life and attitudes of Russian citizens today. Class discussions will be supplemented by frequent video, internet and musical presentations, as well as other computer-based activities. **[L]** 4 credits

Alexander Woronzoff-Dashkoff

Not offered 2011–12

340 Seminar in Russian Thought

Topic: A Double Vision: Heroine/Victim. We shall examine how the iconic status of woman as moral redeemer and social path breaker is shadowed by a darker view of female self and sexuality in some representative works by male authors of the Russian nineteenth century. The primary texts are Pushkin's *Eugene Onegin*, Turgenev's *On The Eve*, Chernyshevsky's *What Is To Be Done?*, Dostoevsky's *A Gentle Spirit* and Tolstoy's *Anna Karenina* and *The Kreutzer Sonata*. These novelistic narratives will be supplemented with theoretical essays by Belinsky, J.S. Mill, Schopenhauer and Vladimir Soloviev. **[F/L]** 4 credits

Maria Banerjee

Not offered 2011–12

Cross-Listed Courses

CLT 203/ENG 203 Western Classics in Translation, from Chrétien de Troyes to Tolstoy

Chrétien de Troyes's *Ivain*; Shakespeare's *Antony and Cleopatra*; Cervantes' *Don Quixote*; Lafayette's *The Princesse of Clèves*; Goethe's *Faust*; Tolstoy's *War and Peace*. Prerequisite: CLT 202/ENG 202. **[L]** WI 4 credits

Maria Banerjee, Elizabeth Harries

Offered Spring 2012

CLT 305 The Philosophical Novel

This course charts the evolution of the theme of reason and its limits in the European novel of the modern era. Beginning with an examination of humanist assumptions about the value of reason in Rabelais, the course will focus on the Central European novel of the 20th Century, the age of "terminal paradoxes." Texts will include Dostoevsky's *Notes from the Underground*, Kafka's *The Trial*, Musil's *Man without Qualities* and Kundera's *The Joke*, *The Farewell Party* and *The Unbearable Lightness of Being*.

Maria Banerjee

Offered Fall 2011

404 Special Studies

By permission of the department, for majors who have had four semester courses above the introductory level.
4 credits

Offered both semesters each year

408d Special Studies

By permission of the department, for majors who have had four semester courses above the introductory level.
8 credits

Full-year course; Offered each year

The Majors

Adviser for Study Abroad: Catherine Woronzoff-Dashkoff.

Courses Elsewhere

Courses in the Five-College consortium, on approved programs abroad, or at other institutions may count toward the major. A student's petition to count such a course must be approved by the major adviser and the department of Russian. Normally, at least six of the courses toward the major shall be taken at Smith College.

Russian Literature

Advisers: Members of the department

Basis: 220y, 126 and 127.

Required courses: 331 and 332 and one semester of 338 and two of the following: 234, 235, 236, 237, 238, 239, 240, CLT 223, CLT 305, CLT 203.

One required seminar: 340, 346, HST 340, REL 335.

Strongly recommended: HST 239, HST 245, HST 247 and REL 236.

Russian Civilization

Advisers: Members of the department

Basis: 220y.

Required courses: 331 and 332 and two of the following: 126, 127, 234, 235, 237, 238, 239, CLT 223, CLT 305, CLT 203 and three of the following: 240, ECO 209, GOV 223, HST 239, HST 240, HST 245, HST 247, REL 236.

One required seminar: 340, 346, ECO 309, HST 340, REL 335.

Strongly recommended: 338.

Honors

Director: Maria Nemcová Banerjee

431 Honors Project

8 credits

Full-year course; Offered each year

Russian Literature or Russian Civilization

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Science Courses for Beginning Students

Introductory science courses that serve as the basis of the major usually are numbered 111 (and 112 if they continue into a second semester), except in Biology, which has a three semester core series (BIO 150-155) and neuroscience courses within Psychology (PSY 210, 211). Physics offers basis courses for students with differing backgrounds. Hence, after consulting with a faculty member, beginning students may choose between two physics courses PHY 115 and 117. Students with AP credit should consult with individual departments about advanced placement.

Of the following courses, most have no prerequisites. Read the course descriptions for complete information.

AST 100 A Survey of the Universe

AST 102 Sky and Time

AST 103 Sky and Telescopes

AST 111 Introduction to Astronomy

AST 113 Telescopes and Techniques

AST 215 History of Astronomy

BIO 101 Modern Biology for the Concerned Citizen

BIO 103 Economic Botany: Plants and Human Affairs

BIO 110 Introductory Colloquia: Life Sciences for the 21st Century

BIO 120 Horticulture: Landscape Plants and Issues

BIO 121 Horticulture: Landscape Plants and Issues Laboratory

BIO 122 Horticulture

BIO 123 Horticulture Laboratory

BIO 150 Cells, Physiology and Development

BIO 151 Cells, Physiology and Development Laboratory

BIO 152 Genetics, Evolution and Molecular Biosciences

BIO 153 Genetics, Evolution and Molecular Biosciences Laboratory

BIO 154 Biodiversity, Ecology and Conservation

BIO 155 Biodiversity, Ecology and Conservation Laboratory

BIO 157 Discovery: Form, Function and Genetics of Bacteriophage

CHM100 Perspectives in Chemistry

CHM108 Environmental Chemistry

CHM111 Chemistry I: General Chemistry

CSC 102 How the Internet Works

CSC 103 How Computers Work

CSC 104 Issues in Artificial Intelligence

CSC 105 Interactive Web Documents

CSC 106 Introduction to Computing and the Arts

CSC 111 Introduction to Computer Science through Programming

ESS 175 Applied Exercise Science

GEO 101 Introduction to Earth Processes and History

GEO 102 Exploring the Local Geologic Landscape

GEO 104 Global Climate Change: Exploring the Past, the Present and Options for the Future

GEO 105 Natural Disasters: Confronting and Coping

GEO 106 Extraordinary Events in the History of Earth, Life and Climate

GEO 108 Oceanography: An Introduction to the Marine Environment

GEO 109 The Environment

FYS 103 Geology in the Field

IDP 208 Women's Medical Issues

MTH102 Elementary Functions

MTH105 Discovering Mathematics

MTH107 Statistical Thinking

MTH111 Calculus I

MTH190 Statistical Methods for Undergraduate Research

PHY 100 Solar Energy and Sustainability

PHY 105 Principles of Physics: Seven Ideas that Shook the Universe

PHY 106 The Cosmic Onion: From Quantum World to the Universe

PHY 107 Musical Sound

PHY 108 Optics is Light Work

PHY 115 General Physics I

PHY 117 Advanced General Physics I

PHY 118 General Physics II

PHY 201 Renewable and Non-Renewable Energy: Science and Implications

PSY 111 Introduction to Psychology

Sociology

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

Richard Fantasia, Ph.D.
Nancy Whittier, Ph.D.

Associate Professors

^{†1} Marc Steinberg, Ph.D.
Ginetta Candelario, Ph.D. (Sociology and Latin
American Studies)
Leslie King, Ph.D., *Chair*

Assistant Professors

Eeva Sointu, Ph.D.
^{*1} Tina Wildhagen, Ph.D.
Payal Banerjee, Ph.D.

Lecturers

Joshua Carreiro
Kathleen Hulton
Wenona Rymond-Richmond
Katherine Rickenbacker

The prerequisite for all sociology courses is 101, or permission of the instructor. All 300-level courses require the permission of the instructor.

101 Introduction to Sociology

For first-year students and sophomores; juniors and seniors with permission of the course director. Perspectives on society, culture and social interaction. Topics include the self, emotions, culture, community, class, ethnicity, family, sex roles, deviance and economy. Colloquium format. **{S}** 4 credits

Eeva Sointu, Josh Carreiro, Katherine Rickenbacker, Fall 2011

Nancy Whittier, Katherine Rickenbacker, To be announced, Spring 2012

Offered both semesters each year

201 Evaluating Information

An introduction to statistical and other strategies for summarizing and evaluating sociological data. Topics include: descriptive statistics, probability theory, correlation, presentation and assessment of research findings, deduction and induction, error and bias, confidence. Enrollment limited to 40. **{M}** 5 credits

Leslie King

Offered each Fall

202 Quantitative Research Methods

This course explores both the philosophy and practice of research methods. The first part of the course focuses

on the scientific method and positivism as a model for social research and contemporary techniques of this model. Here we will discuss alternative social science paradigms and the relationship between sociological theory and research methods. The second part of the course focuses on the practice of quantitative research methods. Students will design and carry out a research project using survey methodology, along with exercises in additional quantitative methods. Prerequisite: 201.

{S/M} 4 credits

Tina Wildhagen

Offered Spring 2012, Spring 2013

203 Qualitative Methods

This course offers a basic explanation of qualitative research methods with a focus on the practical elements of ethnographic analysis. Organized in a workshop format, it includes research design, the art of observation, interviewing techniques, the analysis of visual data, and multi-method approaches. The relationship between theory and practice and the necessity of ethical considerations in sociological research will be stressed throughout. Prerequisite: 201. **{S}** 4 credits

Eeva Sointu

Offered each Spring

210 Difference and Deviance in American Society

This course will use different theoretical approaches, empirical research, literature and film to analyze how definitions and categories of deviance are cre-

ated, maintained and changed. It will also consider contemporary methods of preventing and controlling deviance. We will use examples from many areas of American life to do this, including: mental illness, drug use, corporate deviance, crime, sexual deviance and rebellion. Prerequisite: SOC 101. Enrollment limited to 35. **{S}** 4 credits

Kathleen Hulton

Offered Fall 2011

212 Class and Society

An introduction to classical and contemporary approaches to class relations, status and social inequality. Topics include Marxian and Weberian analysis, social mobility, class consciousness, class reproduction, and the place of race and gender in the class order. Enrollment limited to 35. **{S}** 4 credits

Richard Fantasia

Offered Spring 2012

213 Race and National Identity in the United States

The sociology of a multiracial and ethnically diverse society. Comparative examinations of several American groups and subcultures. Enrollment limited to 35. **{S}** 4 credits

Ginetta Candelario

Offered Spring 2012

215 The Sociology of Crime

PENDING CAP APPROVAL

In this class we will examine sociological theories of crime. Particular attention will be focused on the neighborhood as a unit of observation rather than the individual. Crime is not equally distributed amongst cities and neighborhoods. We will examine how, where and why crime is unequally distributed. Why are some neighborhoods high in crime, while other neighborhoods are not? Why do some neighborhoods remain high or low in crime over a long period of time? Do communities have criminal careers in much the same way that individuals have criminal careers? In particular we will focus on locations, such as public housing development, where crime is perceived to be heightened. Theories of social disorganization, collective efficacy, and broken windows will be explored. Prerequisite: 101. (E) Enrollment limited to 35. **{S}** 4 credits

Wenona Raymond-Richman

Offered Spring 2012

218 Urban Sociology

A study of the sociological dimensions of urban life. Main areas of inquiry: the processes of urban change; the city as a locus of various social relationships and cultural forms; urban poverty and social conflict; homelessness; and strategies for urban revitalization. Enrollment limited to 35. **{S}** 4 credits

Richard Fantasia

Offered Fall 2011

219 Medical Sociology

This course analyzes—and at times challenges—the ways in which we understand health, illness and medicine. The course is divided in roughly three parts: first dealing with definitions and representations of health and illness, the second with the significance and impact of biomedical dominance, and the third with the intersections of health, illness and medicine with gender, race, social class and sexual orientation. The course encourages you to ask questions about the power exercised by various medical practitioners, and about the ways in which understandings of health and illness are not neither natural nor neutral, but invested with culturally and historically specific meanings. Enrollment limited to 35. Prerequisite: SOC 101. **{S}** 4 credits

Eva Sointu

Offered Spring 2012

229 Sex and Gender in American Society

An examination of the ways in which the social system creates, maintains, and reproduces gender dichotomies with specific attention to the significance of gender in interaction, culture, and a number of institutional contexts, including work, politics, families and sexuality. Enrollment limited to 35. **{S}** 4 credits

Nancy Whittier

Offered Fall 2011

232 World Population

This course will introduce students to environmental, economic, feminist and nationalist perspectives on population growth and decline. We will examine current population trends and processes (fertility, mortality and migration) and consider the social, political, economic and environmental implications of those trends. The course will also provide an overview of various sources of demographic data as well as basic demographic methods. Cross-listed with Environmental Science and Policy. Enrollment limited to 35. **{S}** 4 credits

Leslie King

Offered Spring 2012

237 Gender and Globalization: Culture, Power and Trade

This 200-level course will engage with the various dimensions of globalization through the lens of gender, race and class relations. We will study how gender and race intersect in global manufacturing and supply chains as well as in the transnational politics of representation and access in global media, culture, consumption, fashion, food, water, war and dissenting voices. Prerequisite: SOC 101. Enrollment limited to 35. **{S}** 4 credits

Payal Banerjee

Offered Fall 2011

244/LAS 244 Feminisms and Women's Movements: Latin American Women's and Latinas' Pursuit of Social Justice

This course is designed to familiarize students with the history of Latin American and Latina (primarily Chicana) feminist thought and activism. A central goal of the course is to provide an understanding of the relationship between feminist thought, women's movements and local/national contexts and conditions. The writings of Latin American and Latina feminists will comprise the majority of the texts; thus we are limited to the work of those who write and/or publish in English. (Students who are proficient in Spanish or Portuguese will have an opportunity to read feminist materials in those languages for their written projects.) Prerequisites: SOC 101, LAS 100 or SWG 150. Enrollment limited to 35. **{H/S}** 4 credits

Ginetta Candellario

Offered Spring 2012

250 Theories of Society

This course is designed to introduce majors to widely used theoretical perspectives that inform the sociological imagination. It focuses on how these perspectives analyze core facets of social life, such as structure and stratification, power and inequality, culture, agency, self and identity. Each topic will be surveyed from several major perspectives, providing a comparative view so that students can make assessments of the insights each theory offers. Enrollment limited to 40 with majors and minors having priority. **{S}** 4 credits

Payal Banerjee, Fall 2011

Marc Steinberg, Fall 2012

Offered each Fall

317 Seminar: Inequality in Higher Education

This course will apply a sociological lens to understanding inequality in American higher education. We will examine how the conflicting purposes of higher education have led to a highly stratified system of colleges and universities. We will also address the question of how students' social class, race, ethnicity and gender affect their chances of successfully navigating this stratified system of higher education. Finally, we will examine selected public policies aimed at minimizing inequality in students' access to and success in college. Prerequisites: SOC 101 and permission of the instructor. Enrollment limited to 12. **{S}** 4 credits

Tina Wildbagen

Offered Spring 2012

319 Seminar: Visual Sociology

Ours is a world dominated by visual images. Images surround us, communicating meaning and influencing how we understand life. Yet, rather than representing what really is, the visual field is shaped in relation to broader questions of power and privilege. Images reproduce norms, values and assumptions, often cloaked in the belief that what you see is real. At the same time, people actively engage in visual cultures as consumers, critics and producers. In this seminar, you are being asked to use your sociological imagination to analyze and understand visual cultures. This is a capstone seminar for sociology majors. Enrollment limited to 12 senior sociology majors. **{S}** 4 credits

Eeva Sointu

Offered Fall 2011

323 Seminar: Gender and Social Change

Theory and research on the construction of and change in gender categories in the United States, with particular attention to social movements that seek to change gender definitions and stratification, including both feminist and anti-feminist movements. Theoretical frameworks are drawn from feminist theory and social movement theory. Readings examine historical shifts in gender relations and norms, changing definitions of gender in contemporary everyday life, and politicized struggles over gender definitions. Themes throughout the course include the social construction of both femininity and masculinity, the intersection of race, class, and sexual orientation with gender, and the growth of a politics of identity. Case studies include feminist, lesbian and gay, right-wing, self help, anti-abortion and pro-choice movements. **{S}** 4 credits

Nancy Whittier

Offered Spring 2012

327 Seminar: Global Migration in the 21st Century

This 300-level seminar will provide an in-depth engagement with global migration. It will cover areas such as: theories of migration, the significance of global political economy and state policies across the world in shaping migration patterns and immigrant identities. Questions about imperialism, post-colonial conditions, nation-building/national borders, citizenship, and the gendered racialization of immigration will intersect as critical contexts for our discussions. Prerequisite: SOC 101, a course on global political economy or permission of the instructor. Enrollment limited to 12. **[S]** 4 credits

Payal Banerjee

Offered Spring 2012

333 Social Justice, the Environment and the Corporation

Over the last century the reach of corporations has gradually extended into all facets of our lives, yet most of us rarely stop to think about the corporation as a social entity. This course will focus on the social, economic, and legal foundations that both shape its power and provide a dominant logic for its actions. We will examine the implications of corporate power and processes for communities, workers and the environment. We will also focus on the ways that governments and various social groups have sought to change corporate assumptions and behaviors concerning their social and environmental responsibilities. Prerequisite: SOC 101. Enrollment limited to 12 students. (E) 4 credits

Leslie King

Offered Fall 2011

335 Seminar: Difference, Social Inequality and Identity

The objective of this seminar is social stratification in modern society and the aim of the course is to provide an in-depth knowledge of how social inequality and recognition is generated and reproduced in everyday situations. We examine how different living conditions related to social class, occupation, gender, race and sexuality are related to respect and recognition. A pervading theme in the course is how different types of power- and dominance relationships affect individual life chances and subjective life experiences, self-respect and confidence. The course also brings the issue of how a social group that receives low recognition reacts to their subordinate position and what kind of emotions that arise in these contexts. We will discuss and

problematize the theoretical perspectives of the course by analyzing students own empirical materials and illustrations (for example from newspapers, magazines, statistics, books, films). Enrollment limited to 12 students. To be offered once only. (E) 4 credits

Marita Flisbäck, STINT Fellow

Offered Fall 2011

General Courses

404 Special Studies

By permission of the department, for junior and senior majors. 4 credits

Offered both semesters each year

408d Special Studies

8 credits

Full-year course; Offered each year

The Major in Sociology

Advisers: Payal Banerjee, Ginetta Candelario, Richard Fantasia, Leslie King, Eeva Sointu, Marc Steinberg, Nancy Whittier, Tina Wildhagen

Advisers for Study Abroad: Richard Fantasia and Eeva Sointu

Basis: 101.

Requirements: 10 semester courses beyond the introductory course (SOC 101): 250, 201, either 202 or 203, four courses at the 200 or 300 level, two additional courses either in sociology or, with approval of the major adviser, in related fields, and one seminar at Smith during the senior year—any 300 level courses. Majors should consult with their advisers about the list of recommended courses approved by the department before selecting courses in related fields for major credit. Majors are strongly urged to take 201 and 250 in their sophomore or junior year. Normally, majors may not take 201, 202, 203, 250 or their senior seminar on a satisfactory/unsatisfactory basis.

The department will permit Introduction to Sociology and up to four upper-level transfer courses from outside the Five Colleges to be used for the completion of major requirements.

The Minor in Sociology

Advisers: Paval Banerjee, Ginetta Candelario, Richard Fantasia, Leslie King, Eeva Sointu, Marc Steinberg, Nancy Whittier, Tina Wildhagen

Requirements: 101, 201 and 250, three additional courses at the 200 or 300 level.

Honors

Director: Nancy Whittier

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

430d Honors Project

8 credits

Full-year course; Offered each year

431 Honors Project

8 credits

Offered each Fall

432d Honors Project

12 credits

Full-year course; Offered each year

Requirements: 10 semester courses beyond the introductory course (SOC 101):

1. 250, 201, either 202 or 203, four courses at the 200 or 300 level, and a senior seminar most appropriate to the thesis research;
2. a thesis (430, 432) written during two semesters; or a thesis (431) written during one semester;
3. an oral examination on the thesis.

Graduate

580 Special Studies

Such subjects as advanced theory, social organization and disorganization, culture contacts, problems of scientific methodology. 4 credits

Offered both semesters each year

590 Research and Thesis

4 or 8 credits

Offered both semesters each year

590d Research and Thesis

4 or 8 credits

Full-year course; Offered each year

Spanish and Portuguese

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

^{†2} Nancy Saporta Sternbach, Ph.D., *Chair*
María Estela Harrette, Ph.D.

Associate Professors

Reyes Lázaro, Ph.D.
Michelle Joffroy, Ph.D.
Marguerite Itamar Harrison, Ph.D.

Assistant Professors

María Helena Rueda, Ph.D.
Ibtissam Bouachrine, Ph.D.
[†] Malcolm K. McNee, Ph.D.

Senior Lecturer

Patricia González, Ph.D.

Lecturers

Silvia Berger, Ph.D.
Phoebe Ann Porter, Ph.D.
Molly Falsetti-Yu, M.A.
Lisandro Kahan, M.A.
Glaucia Rezende-Cedroni

Teaching Assistant

Melissa Belmonte, M.A.

Lecturer and Professor Emeritus

Charles Cutler, Ph.D.

Lecturer and Professor Emerita

Marina Kaplan, Ph.D. (Spanish and Portuguese and
Latin American Studies)

The department has two abbreviations for the language and culture of three broad areas of study: **POR** (Portuguese-speaking world), and **SPN** (Spain and Spanish America).

All courses are taught in Spanish or Portuguese unless otherwise indicated. Students with prior Spanish language experience must take the placement test.

Approved courses on Latina/o literature, FYS, CLT, LAS, REL, SWG are cross-listed after POR and SPN.

The department strongly encourages students to spend a semester or a year studying abroad in a Spanish- or Portuguese-speaking country. In recent years, some 40–50 students have benefited annually from this experience, profiting from the total cultural immersion and the wide array of specialized courses offered in institutions of higher learning in nine different countries.

The department has official affiliations with PRESHCO, for Study Abroad in Córdoba, Spain; with the Program for Mexican Culture and Society for Study Abroad in Puebla, Mexico; and with Brown in Brazil for Study Abroad in Rio de Janeiro. Many other programs in Latin America and Spain are also approved for study abroad.

Those intending to spend a junior year or semester abroad in a Spanish or Portuguese-speaking country should consult the advisers for study abroad.

Prerequisite for 300-level courses is SPN 250 or 251 or 260 or 261 or permission of the instructor. A student may repeat a course when the topic is different.

Note: Maximum enrollment in all language course sections is 18 students unless otherwise indicated. Also, please note that the S/U option is not normally granted for language classes.

Portuguese and Brazilian Studies

Credit is not granted for the first semester only of a yearlong language course.

POR 100y Elementary Portuguese

A one-year elementary course in spoken and written Brazilian Portuguese. Emphasis first semester will be

on development of oral proficiency and acquisition of reading and writing skills. Second semester will also include the use of music and videos to improve listening comprehension, as well as readings and discussion of short texts by modern writers of the Portuguese-speaking world from Brazil, Portugal, Angola, Mozambique and Cape Verde. **{F}** 8 credits

Marguerite Itamar Harrison

Full-year course (with a one-semester option for Smith Spanish majors only)

Offered each year

POR 125 Elementary Portuguese for Spanish Speakers

A one-semester introduction to Brazilian Portuguese designed for speakers of Spanish, aimed at basic proficiency in all four language modalities: listening, speaking, reading, and writing. Classes will be in Portuguese and students' individual knowledge of Spanish will support the accelerated pace of the course, with contrastive approaches to pronunciation and grammar. The course will also provide an introduction to aspects of the cultures of Brazil, Portugal, and Portuguese-speaking Africa, with discussion of authentic audio-visual materials and short texts. Prerequisite: Spanish placement test or SPN 220 or its equivalent.

{F} 4 credits

Glaucia Cedroni

Offered Fall 2011

POR 220 Topics in Portuguese and Brazilian Literature and Culture

Topic: Brazilian Poetry and Performance Art. This intermediate language course will develop facility in oral expression, reading and writing, through the media of poetry, music, plays, and performance art.

Prerequisite: POR 100y or its equivalent. **{L/F}** 4 credits

Marguerite Itamar Harrison

Offered Fall 2011

POR 221 Topics in Portuguese and Brazilian Literature and Culture

Topic: The Brazilian Body: Representing Women in Brazil's Literature and Culture. This course raises questions about gender, race, class and stereotype through narratives and images of women's bodies in 19th and 20th century Brazil. Works by writers such as Jorge Amado, Clarice Lispector, Ana Miranda and Marilene Felinto, and artists Tarsila do Amaral, Emiliano Di Cavalcanti, Lygia Clark, and Rosana Paulino,

among others, will be studied with the aim of addressing traditional cultural biases about beauty, sexuality and Brazilian national identity. **{L/F}** 4 credits.

Marguerite Itamar Harrison

Offered Spring 2012

POR 280/SPN 280 Latin American Voices in

Translation: Literature From the Margins of Modernity

This course will introduce celebrated writers from the Portuguese and Spanish-speaking world. While some of these writers have achieved international acclaim, the location of their writing at the edges of global modernity is vital to understand not only the aesthetic and thematic force of their works but also the frameworks for their reception in translation. In addition to close-readings of a limited selection of works, we will discuss the place of these writers in their respective national literatures, a transnational literature and world literature today. This course also seeks to establish a comparative interpretative analysis of two literary traditions -the Brazilian and the Hispanic-American- by emphasizing the synchronic and diachronic connections between these two literary and cultural fields, which have developed themselves with an outstanding degree of reciprocal autonomy, despite their geographical, historical and cultural kinship. In addition to close-readings of a limited selection of works, we will discuss the place of these writers in their respective national literatures, a transnational literature and world literature today. Enrollment limited to 20. **{L}** 4 credits

Lisandro Kaban

Offered Spring 2012

POR 290 Questions of Travel: Narratives of Journeys and Migrations

This course is aimed at students who have spent a semester or a year in a Portuguese-speaking country. We will focus on visual representations and narratives of travel and migration. Students will map their own experiences in their assignments, reflecting upon what it means to be immersed in a new country and exploring issues of cultural difference, belonging and displacement. Materials will draw from a variety of texts, as well as art and film. Conducted in Portuguese (with some materials in English). Prerequisite: at least one semester of study abroad in Brazil or Portugal or the equivalent. **{F/L/A}** 2 credits

Marguerite Harrison

Offered Fall 2011

POR 380/SPN 380 Advanced Literary Studies

Topic: Translating Poetry. A close reading and translation to English of major poets from Spanish America, Spain, Brazil, Portugal and Portuguese-speaking Africa. Hands-on practice of translation, with some theory. The first half of the course will be a group exploration of often-translated poets: Neruda, Lorca, Pessoa, Drummond de Andrade, Cecília Meireles and others; the second half will allow for independent work on a favorite poet which will be part of a final course compilation. Visits from local poet-translators; attendance at poetry readings required. Prerequisites: a good command of Spanish or Portuguese and a background in Spanish/Spanish American or Portuguese–Brazilian literatures. An interest in creative writing desirable. Discussion in English. **[L/F]** 4 credits

Charles Cutler

Offered Spring 2012

POR 400 Special Studies in Portuguese and Brazilian Literature

By permission of the department, normally for senior majors. 1–4 credits

Offered both semesters each year

Spanish Language, Literature and Culture

Credit is not granted for the first semester only of a yearlong language course.

SPN 112y Accelerated Elementary Spanish

An accelerated introduction to Spanish aimed at basic proficiency, emphasizing all modes of communication. The course also serves as an introduction to Hispanic culture. Three contact hours. Priority will be given to first and second year students. **[F]** 8 credits

Phoebe Porter, Lisandro Kaban, Fall 2011

Phoebe Porter, Lisandro Kaban, Spring 2012

Full-year course; Offered each year

SPN 120 Low Intermediate Spanish (Intensive)

This course aims to prepare students to communicate comfortably in Spanish about themselves and their environment, and to acquaint them with basic socio-historical aspects of the cultures of Spanish-speaking countries. Students participate in activities that involve interacting with others, presenting information, and understanding (spoken, written) texts in the target lan-

guage, and that allow them to learn about the structure of the language (its grammar). Five contact hours.

Students completing this course can go to SPN 220, if they receive an A- or higher. **[F]** 6 credits

Molly Falsetti-Yu, Phoebe Porter, Melissa Belmonte

Offered Fall 2011

SPN 200 Intermediate Spanish

The chief goals of the course are to expand vocabulary and conversational skills, strengthen grammar, and learn about key social, cultural and historical issues of the Spanish-speaking world. Vocabulary and grammar are taught within the context of the specific themes chosen to enhance students' familiarity with the 'realities' of Spanish-speaking countries. Prerequisite: SPN 112y, 120 or the equivalent. **[F]** 4 credits

Molly Falsetti-Yu, Patricia Gonzalez, Fall 2011

Silvia Berger, Molly Falsetti-Yu, Spring 2012

Offered both semesters each year

SPN 220 Contemporary Culture in the Spanish-Speaking World

This is a high-intermediate course that aims at increasing students' ability to communicate comfortably in Spanish (orally and in writing). The course explores an array of issues relevant to the Spanish-speaking world, and prepares students to think more critically and in depth about those issues, with the goal of achieving a deeper understanding of the target cultures. Materials used in the class include visual narratives (film), short stories, poems, plays and essays. Prerequisite: SPN 120, 200 or the equivalent. **[F]** 4 credits

Silvia Berger, Patricia Gonzalez, Fall 2011

Patricia Gonzalez, Molly Falsetti-Yu, Spring 2012

Offered both semesters each year

SPN 225 Advanced Composition

The course is intended to provide the student with the academic writing skills necessary to successfully undertake writing assignments in the upper-division Spanish courses. The focus of the course will be on expository and argumentative writing, but some attention will be devoted to writing narratives and descriptions. Grammar will be reviewed within the context of the writing assignments. Prerequisite: SPN 220 or sufficient proficiency in Spanish. Enrollment limited to 19. Priority given to majors, minors and second-year students planning on a JYA. **[F]** 4 credits

Silvia Berger, Fall 2011

Patricia Gonzalez, Spring 2012

Offered both semesters each year

SPN 230 Topics in Latin American and Peninsular Literature

Topic: A Transatlantic Search for Identity

A quest for the self and its relation to otherness through a one-poem per class approach. Readings in modern and contemporary works by poets from both sides of the ocean, complemented by the study of related music and visual art. We will examine the consequences of political exile as a journey to the unknown (Jiménez, Cernuda, Cortázar, Neruda, Alberti), as well as the voluntary exile of the artist in search of a new aesthetic identity (Darío, Lorca, Vallejo). Special attention will be given to the problems of subjectivity, gender and sexuality in the works of four women poets: Agustini, Storni, Parra and Pizarnik. Students will have the option of composing an original poem to supplement their final grade. Prerequisite: SPN 200 or equivalent. Enrollment limited to 19. **[L/F]** 4 credits

Estela Harretche

Offered Fall 2011

Topic: Female Visions of Mexico

In the strong, male-dominated environment, women have always worked, written and fought side-by-side with men in the construction of Mexican identity. Starting with the period of the Revolution of 1910, women participated actively in the transformation of their country. This course will recount history and literature through women's perspectives by studying influential women throughout the 20th century. Mexican artists include Carmen Mondragon (Nahui Olin), Remedios Varo, Frida Khalo and Leonora Carrington. Fiction writers such as Nellie Campobello, Rosario Castellanos, Elena Garro, Elena Poniatowska and more contemporary writers will encompass most of the readings for the class. Enrollment limited to 19. **[F/L]** 4 credits

Patricia Gonzalez

Offered Fall 2011

Topic: Central American Poetry of War and Peace

This course will offer an overview of Central American poetry since the late 19th century and continuing into the present through the lens of war and peace. We will study the role of poetry in revolutionary struggles, especially in Nicaragua, El Salvador and Guatemala. Students will engage in an exploration of language and education as creative tools for communication. Prerequisites: SPN 220 or above. Enrollment limited to 19. **[L/F]** 4 credits

Nancy Saporta Sternbach

Offered Spring 2012

Topic: Creative Writing By/With Spanish Women Writers

This is a hinge course between beginning-intermediate and advanced-intermediate courses. Its goal is to begin to develop students' sophistication and analytical capacities as readers of fiction, as well as to move them along in the acquisition of linguistic and cultural literacy in Spanish. Students will read short stories and biographical pieces written by Spanish women from the 12th century to our day, as well as one novel. Texts will be presented in reverse chronological order given that older texts tend to present certain additional difficulties. Students will write essays (1, 2, 4 pages) and short pieces of fiction (1/2, 1, 2 pages) in order to become introduced to the history of women's writing in Spain; develop an understanding of what makes fiction-writing a unique form of expression; develop Spanish vocabulary (in general and for literary analysis), a sense of register, audience and style, as well as clarity of expression and grammatical accuracy; become introduced to reading longer texts in Spanish. Enrollment limited to 19. (E) WI **[F/L]** 4 credits

Reyes Lázaro

Offered Spring 2012

SPN 240 From Page to Stage

Topic: Argentina 2000–11: Searching from the Stage. The phenomenon of theater as a form of *resistance* and the use of performance made by artists and activists as a way of political protest is something already seen during the era of military dictatorship in Argentina (1981) through *Teatro Abierto*. Through the study of dramatic texts, news articles and web blogs, plus the application of actor-training methodologies, we will bring stories from page to stage for a final presentation in Spanish. Performance strategies will be utilized during the course to enhance foreign language skills. Prerequisites: SPN 220 or equivalent. No previous acting experience required. Enrollment limited to 19. **[A/F/L]** 4 credits

María Estela Harretche

Offered Spring 2012

SPN 241 Culturas de España

A study of the Spain of today through a look at its past in art, history, film, and popular culture. The course analyzes Spain's plurality of cultures, from the past relations among Jews, Christians and Muslims to its present ethnic and linguistic diversity. Highly recommended for students considering JYA in Spain. Prereq-

uisite: SPN 220 or above or permission of the instructor.
Enrollment limited to 19. **{F}** 4 credits
Ibtissam Bouacbrine
Offered Spring 2012

SPN 245 Topics in Latin American and Peninsular Studies

Topic: Teledictadura: Historical Narrative in Spanish TV

"Cuéntame cómo pasó" is a pedagogical TV series which narrates the life of an average Spanish family from the last years of Franco's dictatorship to the transition to democracy (1968–1982). Through the Alcántara family and complementary materials (historical, sociological, cultural, literary) we will analyze both the private and public history of this defining moment of contemporary Spain and the politics of memory of the Spanish transition. Prerequisite: SPN 220 or equivalent or permission of the instructor. **{F/S/H}** 4 credits
Reyes Lázaro
Offered Fall 2011

Topic: Spanish Visual Arts

This course surveys the history and cultures of Spain through its visual arts. We will examine specific works, most of which are owned by the Smith College Museum of Art, in order to discuss the role of visual arts in religion, politics, and the construction of a national identity. Major styles and artists covered are: medieval miniatures and manuscripts, Andalusí architecture and textiles, El Greco, Velázquez, Goya, Sorolla, Barcelona Modernism (Gaudí), Picasso, Dalí and Miró. We will also examine paintings and photographs of Spain by non-Spanish artists such as Juan (Jean) Laurent and Douglas Keats. Highly recommended for students considering JYA in Spain. A satisfactory command of Spanish is required. Prerequisite: SPN 220 or above or the permission of the instructor. Enrollment limited to 19. **{A/F}** 4 credits
Ibtissam Bouacbrine
Offered Fall 2011

Topic: Latin American Film Today: Global Visions, Local Expressions

This course will study important changes that have taken place in Latin American film-making since the mid nineties, both in terms of the international visibility of films from the region, and in their development of innovative audio-visual languages. The class will

analyze national and transnational factors that have influenced these changes, related to the cultural and socio-political effects of globalization in the region. It is a landscape that brought many new challenges to film-makers, and saw the emergence of previously unseen stories, which found their way to the screens. We will study films by directors such as Alejandro González Iñárritu, Lucrecia Martel, and José Padilha, while reading and reflecting on the many elements that impact their content and production. Prerequisite: SPN 220 or equivalent or permission of the instructor. **{A/F}** 4 credits

Maria H. Rueda

Offered Spring 2012

Topic: Muslim Women in Spain: 756 to the Present

This course examines the experiences of Muslim women in the Iberian Peninsula from the Middle Ages until today. Discussions will focus on Muslim women's literary and cultural contributions to the Spanish society. Students will also be invited to think critically about categories and identities such as "woman," "Muslim," "European," "African," "Amazighi," and "Mediterranean." Highly recommended for students considering JYA in Spain. A satisfactory command of Spanish is required. Prerequisite: SPN 220 or above or the permission of the instructor. Enrollment limited to 19 students. **(E)** 4 credits

Ibtissam Bouacbrine

Offered Spring 2012

SPN 246 Topics in Latin American Literature

Topic: Reinterpreting Magical Realism in Literature and Film

Magical realism has been studied as a way of representing reality that is particularly suited to Latin American needs for expression. This class will explore the rationale behind this conception, in terms of how the representative strategies of magical realism approach the conflictive histories of Latin America. Students will analyze the implications of this approach in films and literary works that use this type of discourse. Prerequisite: SPN 220 or above. **{F/L}** 4 credits

Maria Helena Rueda

Offered Fall 2011

Topic: Life Stories by Latin American Jewish Writers

This course will study 20th-century poetry, short stories, essays, and novels by Jewish writers of Spanish America.

Beginning with early immigrant writers, we will explore how recent authors portray issues of identity and belonging. Special attention will be given to the social context of works and to literary movements as ideological constructs. Prerequisites: SPN 220. Enrollment limited to 19. **{L/F}** 4 credits

Silvia Berger

Offered Spring 2012

Topic: Zapatismo Now: Cultural Resistance on the "Other" Border

This course explores the social and cultural expression of Zapatismo from its initial revolutionary uprising in the Mexican indigenous borderlands of Chiapas on New Year's Eve, 1994 through its present-day global vision of an alternative world model. Through close analysis of the movement's diverse cultural media, including communiqués, radio broadcasts, visual art, web blogs, and storytelling students will examine the role of media arts and literary forms in Zapatismo's cultural and political philosophies, as well as develop a broad understanding of Zapatismo's influence in popular and indigenous social movements throughout Latin America and the global south. Course taught in Spanish. Prerequisites: SPN 220. Enrollment limited to 19. **{L/F}** 4 credits.

Michelle Joffroy

Offered Spring 2012

SPN 250 Survey of Iberian Literatures and Society I

Topic: Sex and the Medieval City. This course examines the medieval understanding of sex and the woman's body within an urban context. We will read medieval texts on love, medicine and women's sexuality by Iberian and North African scholars. We will investigate the ways in which medieval Iberian medical traditions have viewed women's bodies and defined their health and illness. We will also address women's role as practitioners of medicine, and how such a role was affected by the gradual emergence of "modern" medical institutions such as the hospital and the medical profession. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. **{L/F}** 4 credits

Ibtissam Bouacbrine

Offered Fall 2011

SPN 251 Survey of Iberian Literatures, Art and Society II

A society and its artistic and cultural journeys will be examined through the eyes of writers and other artists and intellectuals who lived both in Spain itself as well as in

exile. From Romanticism to the Post-Franco and Post-modern eras (Goya to Almodóvar). Prerequisite: SPN 220 or above. Enrollment limited to 19. **{L/F}** 4 credits
Estela Harretche
Offered Spring 2012

SPN 260 Survey of Latin American Literature I

An historical perspective of Latin American literature as an expression of the cultural development of the continent within the framework of its political and economic dependence, from the colonial period until the present time. Enrollment limited to 19. **{L/F}** 4 credits
Michelle Joffroy
Offered Fall 2011

SPN 261 Survey of Latin American Literature II

A study of the development of genres and periods in Latin American literature. Special attention will be given to the relationship between the evolution of literary forms and social context. Some topics to be explored include literary periods and movements as ideological constructs, and the Latin American adaptation of European models. Enrollment limited to 19. **{L/F}** 4 credits
Maria Helena Rueda
Offered Spring 2012

SPN 290 Depicting Journey Through Digital Storytelling

This course is designed for seniors who have spent a semester or year in a Spanish-speaking country. We will introduce the methodology of digital storytelling, in which images and recorded narrative are combined to create short video stories based on students' study abroad experience. As a group, students will listen, watch, and read compelling personal stories and then write their own stories. A few of the classes will be technology workshops and presentations. Finally, each participant will script, plan (storyboard) and produce a 3–4 minute film about her own reflections on her experience. Prerequisite: Semester or year abroad and a high level of Spanish. Enrollment limited to 15 students. **{F/A}** 2 credits
Molly Falsetti-Yu
Offered Fall 2011

SPN 365 Novela Española contemporánea

Topic: Immigration and Representation in Spain (Film, Fiction, and Essay). Immigrants as authors and "motifs" in 20th and 21st century Spain. Why is

the Orpheus myth a dominant metaphor to represent current immigration in the Iberian Peninsula? How does history affect this representation? Who represents whom? Are contemporary immigrants from North Africa, Latin America and Eastern Europe represented differently than the Spaniards who emigrated to Germany, Switzerland and France in the fifties? Do immigrant writers challenge official literary and social histories? This course addresses these questions, as well as theoretical issues concerning the specificity of fictional representation. Texts include documentaries, feature films, journalistic articles, short stories, poems and songs by Juan Goytisolo, Beatriz Díaz, Andrés Sorel, Nieves García Benito, Abou Azzedin, Víctor Omgba, Ignacio del Moral, Inongo ví Makome, Jerónimo López Mozo, Rachid Nini, Roberto Bodegas, Helena Taberna, Icíar Bollain, Alain Techiné and Llorenç Soler. Enrollment limited to 14. **[L/F]** 4 credits

Reyes Lázaro

Offered Spring 2012

SPN 370 Literary Genres in Latin America

Topic: Violence and Ethics in Latin American Narratives.

Latin American narratives, whether fictional or testimonial, often deal with violence as a social reality that demands attention from authors and readers alike. In this course we will read literary texts and witness accounts from the region, to understand the implications of this appeal, where aesthetics, politics and ethics intertwine, in the act of telling a story of violence. Our readings will span from the early 20th century to the present, helping us understand the role of violence in various modernization processes. Some theoretical readings on the links between violence, narratives politics, and ethics, will also be included. **[L/F]** 4 credits

Maria Helena Rueda

Offered Fall 2011

SPN 372 Topics in Latin American and Iberian Studies

Topic: Stages of Conflict: Performing Memory and Change in Spain and Latin America

A study of two societies (Spain and Argentina) at a critical moment in their histories. With theoretical readings from an array of disciplines such as the political sciences, history, theater and art, we will examine at least two different responses to these societies' respectively traumatic transition from dictatorship to "democracy." Through dramatic texts that vary from tragedy to farce,

and with the help of films, documentaries, diaries, journal articles, correspondence and graphic art, we will discuss repression, state-terrorism, censorship, corruption, and the reciprocal roles of victim and oppressor. The class will include training in methodologies of acting, and, at the end of the course, scenes from these texts will be staged in Spanish. No previous acting experience required. Enrollment limited to 14. **[A/F/L]** 4 credits

Estela Harretche

Offered Fall 2011

Topic: Women, Environmental Justice and Social Action

This multi-disciplinary course explores key debates and theoretical approaches involved in understanding environmental concerns, as well as the role of art and cultural production in social movements, in Latin America from a gender and justice perspective. With Latin American women's and environmental movements as our lens, we will map the politics and poetics of environmental justice in Latin America from the early 20th century to the present. Through films, memoirs, ethnography, music and narrative fiction we will explore how women's cultural and social activism have articulated the multiple ways that gender, class and race mediate paradigms of political-environmental justice. Enrollment limited to 14. **[L/F]** 4 credits.

Michelle Joffroy

Offered Spring 2012

SPN 380/POR 380 Advanced Literary Studies

Topic: Translating Poetry. A close reading and translation to English of major poets from Spanish America, Spain, Brazil, Portugal, and Portuguese-speaking Africa. Hands-on practice of translation with some theory. The first half of the course will be a group exploration of often-translated poets: Neruda, Lorca, Pessoa, Drummond de Andrade, Cecília Meireles, and others; the second half will allow for independent work on a favorite poet which will be part of a final course compilation. Visits from local poet-translators; attendance at poetry readings required. Prerequisites: a good command of Spanish or Portuguese and a background in Spanish/Spanish American or Portuguese-Brazilian literatures. An interest in creative writing desirable. Discussion in English. **[L/F]** 4 credits

Charles Cutler

Offered Spring 2012

SPN 400 Special Studies in Spanish and Spanish American Literature

By permission of the department, normally for senior majors. 1 to 4 credits

Offered both semesters each year

SPN 481/FRN 480 The Teaching of French/Spanish

The theoretical and instructional implications of teaching foreign languages. This course reflects contemporary research and is designed to prepare aspiring instructors for the challenges of the profession. A theoretical component incorporates recent trends in language pedagogy and critical appraisal of SLA theories. A practical component focuses on developing a teaching persona, a relationship with learners, and classroom organization and presentation skills. The course will transform knowledge into practice, and will culminate in the creation of a teaching portfolio. Spanish majors must obtain permission from their major adviser prior to enrolling in the course. 4 credits

Anouk Alquier (French Studies)

Offered Spring 2012

Cross-Listed Courses

FYS 159 What's in a Recipe?

What stories do recipes tell? What cultural and familial information is embedded in a recipe? Who wrote the recipe? Why? How does it reflect her (or his) life and times? What do we learn about the geography, history and political economy of a location through recipes? Are recipes a way for an underrepresented group to tell its story? Does a recipe bolster or undermine national cooking? This seminar will look at recipes and cookbooks from the Spanish-speaking world (in English) and theories of recipes from a variety of different sources. Our reading will inform our writing as we try to establish such connections as the politics of chocolate, olive oil co-operatives, avocado farms, the traveling tomato, potatoes, and the cultural milieu from which each recipe emerged. Knowledge of Spanish is useful but not required. Enrollment limited to 16 first-year students. WI (L) 4 credits
Nancy Saporta Sternbach (Spanish and Portuguese)
Offered Fall 2011

LAS 201 Colloquium in Latin American and Latino/a Studies

Topic: Negotiating the Borderlands: Text, Film, Music. Its centrality in cultural theories about post national spaces, has transformed the contact zone of the U.S.-

Mexico borderlands into a provocative object of study. On one hand "la frontera" has become a dynamic theoretical abstraction, a metaphorical borderland that in some cases runs the risk of erasing its own geo-political specificity. On the other hand, critical perspectives that have privileged the U.S. gaze "southward" have often reproduced power relationships constructed on a North-South continuum that reinforce and solidify imperialist practices as well as nationalist discourses (on both sides of the border). In this course we will study texts, films and music produced in and about the U.S. Mexico borderlands that negotiate and challenge these issues of representation in the material as well as "imagined" space of the borderlands.

(L/H/A) 4 credits

Michelle Joffroy

Offered Fall 2011

Topic: "The Bronze Screen": Performing Latina/o on Film and in Literature.

This course examines the representation of Latinas/os in contemporary film contrasted with contemporary Latina/o literature. One of our efforts will be to learn to cast a critical eye on those performances and the stereotypes portrayed in them and to articulate those experiences in written work. We will examine the special circumstances of each of the three main Latino groups, as well as contrast the dominant culture's portrayal of Latinas/os with their own self-representation both in literature and film. Questions of ethnicity, class, political participation, privilege and gender will also inform our readings and viewings. Class discussions will be in English, but bilingualism will be encouraged throughout the course. (L/A) 4 credits

Nancy Saporta Sternbach

Offered Spring 2012

REL 221 Jewish Spirituality: Philosophers and Mystics

The rise of Jewish philosophy and mysticism (Kabbalah) in the Islamic world and in medieval Spain, and the development of these theological and intellectual trends as decisive influences upon all subsequent forms of Judaism. Analysis of Jewish philosophy and mysticism as complementary yet often competing spiritual paths. How did Jewish philosophers and mystics consider the roles of reason, emotion and symbols in religious faith and practice? What interrelations did they see between the natural and divine realms, and between religious, philosophical and scientific explanations? Expressions of philosophy and mysticism in

religious texts, individual piety, popular practice, and communal politics. Readings drawn from the works of the great philosopher Maimonides, the mystical classic the Zohar, and other thinkers, as well as personal documents of religious experience and thought. All readings in English. **[H]** 4 credits

Lois Dubin

Offered Fall 2011

The Majors

Majors, as well as non-majors interested in gaining intensive linguistic and cultural proficiency, are strongly encouraged to go abroad for one semester or one year.

Teacher Certification: A major in Spanish and five courses in education will certify students to teach in Massachusetts.

The S/U grading option is not allowed for courses counting toward the majors. The S/U option is normally not available for courses SPN 220 and below.

300-level courses that are the basis for the majors are normally to be taken at Smith College during the senior year.

Advisers for the Spanish Major: Members of the department

Advisers for the Portuguese–Brazilian Studies Major: Marguerite Itamar Harrison, Malcolm K. McNee

Advisers for Study Abroad

For students interested in Smith Consortium Programs PRESHCO, Córdoba, Spain: Ibtissam Bouachrine; PMCSP, Puebla, Mexico: María Helena Rueda and Patricia Gonzalez. Students interested in Approved Programs in Latin America and Spain should consult SPN Faculty. Students interested in Brazil and other Portuguese-speaking countries should consult POR Faculty: Marguerite Itamar Harrison, and Malcolm K. McNee.

Major in Spanish

Ten semester courses. Two core courses (any combination of SPN 250/251/260/261). Advanced Composition (SPN 225), one semester of Introductory Portuguese (POR 100 or 125),* two 300-level courses taken during the senior year. Of the remaining four courses, two may be Spanish language courses 200 and above, Portuguese 200 or above; one course may be taught in English. For students who study abroad their junior year, credit will be granted at the 200-level.

*All majors are encouraged to take a full year of Portuguese, but will be required to take one semester.

Major in Portuguese–Brazilian Studies

Eight semester courses. POR 100y, POR 200 and either POR 220 or POR 221. Five other semester courses related to the Portuguese-speaking world, one of which must be at the 300-level. Courses to be selected from literature and language, history (especially HST/LAS 260 and 261), Afro-American studies, anthropology, art, dance, music, economics, and government.

The Minors

Advisers: Members of the department

Spanish Minor

Requirements: Five semester courses in Spanish above the 100-level, with SPN designation. A maximum of two can be language courses.

Portuguese–Brazilian Studies Minor

Requirements: POR 100y or POR 125, POR 200 and either POR 220 or POR 221. Two other semester courses related to the Portuguese-speaking world, one of which must be at the 300-level. Courses to be selected from literature, history (especially HST/LAS 260 and 261), Afro-American studies, anthropology, art, dance, music, economics, and government.

Honors

Director: Reyes Lázaro

430d Honors Project

8 credits

Full-year course; Offered each year

431 Honors Project

8 credits

Offered each Fall

Please consult the director of honors or the departmental Web site for specific requirements and application procedures.

Statistics

Visiting faculty and some lecturers are generally appointed for a limited term.

Visit www.smith.edu/catalog for current course information.

Professors

*¹ Robert Buchele, Professor of Economics

**¹ Glenn Ellis, Professor of Engineering

***² Howard Gold, Professor of Government

Katherine T. Halvorsen, Professor of Mathematics and Statistics, *Director*

*** Virginia Hayssen, Professor of Biological Sciences

*** Nicholas J. Horton, Professor of Mathematics and Statistics

Philip K. Peake, Professor of Psychology

Elizabeth Savoca, Professor of Economics

Stephen Tilley, Professor of Biological Sciences

Nancy Whittier, Professor of Sociology

Patricia M. DiBartolo, Professor of Psychology

Lecturer and Assistant in Statistics

David C. Palmer, Department of Psychology

The interdepartmental minor in applied statistics offers students a chance to study statistics in the context of a field of application of interest to the student. The minor is designed with enough flexibility to allow a student to choose among many possible fields of application.

The minor consists of five courses. Students who have taken AP Statistics in high school and received a 4 or 5 on the AP Statistics Examination will not be required to repeat the introductory statistics course, but they will be expected to complete 5 courses to satisfy the requirements for the minor in applied statistics.

The student **must take one** of the following courses and no more than one of these courses will count toward the minor. (Students presenting a 4 or 5 on the AP Statistics Examination will receive exemption from this requirement.)

MTH/PSY 190	Statistical Methods for Undergraduate Research (5 credits)
MTH 241	Probability and Statistics for Engineers
MTH 245	Introduction to Probability and Statistics
ECO 220	Introduction to Statistics and Econometrics (5 credits)
GOV 190	Empirical Methods in Political Science (5 credits)
SOC 201	Evaluating Information

The student must also take both of the following courses:

MTH 247	Regression Analysis
MTH/PSY 290	Research Design and Analysis

The student must choose two (or more) courses from the following list:

BIO 232	Evolutionary Biology: The Mechanisms of Evolutionary Change
BIO 234/235	Genetic Analysis and Genetic Analysis Laboratory
BIO 266/267	Principles of Ecology and Principles of Ecology Laboratory
ECO 240	Econometrics
MTH 246	Probability
PSY 319	Research Seminar in Biological Rhythms
PSY 325	Research Seminar in Health Psychology
PSY 335	Research Seminar in the Study of Youth and Emerging Adults
PSY 358	Research Seminar in Clinical Psychology
PSY 369	Research Seminar on Categorization and Intergroup Behavior
PSY 373	Research Seminar in Personality Psychology
PSY 375	Research Seminar on Political Psychology
SOC 202	Methods of Social Research

Students planning to minor in applied statistics should consult with their advisers when selecting applications courses. Some honors theses and special studies courses may apply if these courses focus on statistical applications in a field.

Also see the concentration in statistics within the mathematics major and the minor in mathematical statistics in the Department of Mathematics and Statistics.

Theatre

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Professors

Leonard Berkman, D.F.A.

Catherine H. Smith, M.F.A.

*1 Andrea Hairston, M.A. (Theatre and Afro-American Studies)

Ellen W. Kaplan, M.F.A., *Chair*

Associate Professor

Kiki Gounaridou, Ph.D.

Assistant Professor

*2 Daniel Elihu Kramer, M.F.A.

Lecturer and Professor Emeritus

John D. Hellweg, Ph.D.

Senior Lecturer

Edward Check, M.F.A.

Lecturer

Nan Zhang, M.F.A.

100 The Art of Theatre Design

The course is designed to explore the nature of design in theatre and the visual arts. Students will study the elements of set, costume, lighting and sound design while looking at the work of some of the most influential designers past and present. Especially designed for those with a limited background in theatre, it will involve discussions about assigned plays and projects as appropriate to the topic. It is open to all students but particularly recommended for first-year students and sophomores. Enrollment limited to 16. **[A]** 4 credits

Ed Check

Offered Spring 2012

198 Theatre History and Culture: Ancient Greece to English Restoration

This course will survey the history of theatre, drama and performance from Ancient Greece to the 18th century. The main focus will be on the theatres of Europe and their relationship to their respective cultures. Non-Western issues in regards to Asian theatres will also be discussed. Lectures and discussions will be complemented by video screenings of recent productions of some of the plays under consideration. **[L/H/A]** 4 credits

Kiki Gounaridou

Offered Fall 2011

199 Theatre History and Culture: 18th Century to the Present

This course will survey the history of theatre, drama and performance from the 18th century to the present. The main focus will be on the theatres of Europe and the United States and their relationship to their respective cultures. Non-Western issues in regards to African theatres will also be discussed. Lectures and discussions will be complemented by video screenings of recent productions of some of the plays under consideration.

[L/H/A] 4 credits

Kiki Gounaridou

Offered Spring 2012

A. History, Literature, Criticism

213 American Theatre and Drama

This course will discuss issues relevant to the theatre history and practices, as well as dramatic literature, theories and criticism of 18th-, 19th- and 20th-century United States of America, including African-American, Hispanic-American, Asian-American, and gay and feminist theatre and performance. Lectures, discussions and presentations will be complemented by video

screenings of recent productions of some of the plays under discussion. **{L/H/A}** 4 credits

Kiki Gounaridou

Offered Spring 2012

217 Modern European Drama I

The plays, theatres and playwrights of the late 19th and early 20th centuries in Europe. From Ibsen, Strindberg, Shaw, Chekhov, Wedekind and Gorky to the widespread experimentation of the 1920s and earlier avant garde (e.g., Jarry, Artaud, Stein, Witkiewicz, Pirandello, Mayakovsky, Fleisser, early Brecht). Special attention to issues of gender, class, warfare and other personal/political foci. Attendance required at selected performances.

{L/H/A} 4 credits

Leonard Berkman

Offered Fall 2012

218 Modern European Drama II

Pioneering and influential contemporary theatre in Europe from the 1930s to the present. The playwrights to be studied include later Brecht, Camus, Sartre, Anouilh, Beckett, Ionesco, Genet, Gombrowicz, Pinter, Duras, Handke, Fo, Havel, Schimmelpfennig, Page, Mrozek, Loher and Churchill. Special attention to issues of gender, class, warfare and other personal/political foci. Attendance required at selected performances.

{L/H/A} 4 credits

Leonard Berkman

Offered Spring 2013

316 Contemporary Canadian Drama

Michel Tremblay and contemporary Canadian playwrights. Emphasis on plays by and about women, within the context of political/personal issues of gender, class, race, sexuality and cultural identity in English Canadian and French Canadian and Native Canadian drama of the past five decades. Other playwrights explored will be: Judith Thompson, George Walker, Erika Ritter, David French, Rene Daniel DuBois, Margaret Hollingworth, Anne-Marie McDonald, Sally Clark, Tomson Highway, Hannah Moscovitch and Sharon Pollock. **{L/A}** 4 credits

Leonard Berkman

Offered Fall 2011

The following advanced courses in history, literature and criticism may have limited enrollments as indicated.

319 Shamans, Shapeshifters and the Magic If

To act, to perform is to speculate with your body. Theatre is a transformative experience that takes performer and

audience on an extensive journey in the playground of the imagination beyond the mundane world. Theatre asks us to be other than ourselves. We can for a time inhabit someone else's skin, be shaped by another gender or ethnicity, become part of a past epoch or an alternative time and space similar to our own time but that has yet to come. As we enter this 'imagined' world we investigate the normative principles of our current world. This course will investigate the counterfactual, speculative, subjunctive impulse in overtly speculative drama and film with a particular focus on race and gender. We will examine an international range of plays by such authors as Caryl Churchill, Tess Onwueme, Dael Olandersmith, Derek Walcott, Bertolt Brecht, Lorraine Hanberry, Craig Lucas and Doug Wright, as well as films such as *The Curious Case of Benjamin Button*, *Pan's Labyrinth*, *Children of Men*, *Crouching Tiger Hidden Dragon*, *X-Men*, *Contact* and *Brother From Another Planet*. Enrollment limited to 18. **{L/A}** 4 credits

Andrea Hairston

Offered Spring 2013

B. Theory and Performance

In the following section: "L" indicates that enrollment is limited; "P" indicates that permission of the instructor is required. Please note: registration without securing permission of the instructor where required will not assure course admittance.

141 Acting I

Introduction to physical, vocal and interpretative aspects of performance, with emphasis on creativity, concentration and depth of expression. Enrollment limited to 14. **{A}** 4 credits

Normi Noel

Offered Fall 2011

Topic: Acting Fundamentals for Majors

A more focused approach to acting for those students with some acting experience and for those who intend to major in theatre, encompassing foundational skills, developing a personal warm-up, and work on script analysis, character building, scoring the role and creating ensemble. We work on developing truthful responses to imaginary circumstances, and exploring the worlds of the text. Enrollment limited to 14.

Ellen W. Kaplan, Fall 2011

Daniel Elihu Kramer, Spring 2012

Offered Fall 2011, Spring 2012

142 Voice for Actors

An introduction to the study of voice, exploring the connections between thought, feeling, and vocalization through exercises that strengthen and enhance an actor's (or speaker's) understanding and command of vocal expression. Enrollment limited to 15. **[A]** 4 credits

Pan Welland

Offered Spring 2012

200 Theatre Production

A laboratory course based on the preparation and performance of department productions. Students in the first semester of enrollment are assigned to a production run crew. In subsequent semesters of enrollment students elect to fulfill course requirements from a wide array of production-related responsibilities. May be taken four times for credit, with a maximum of two credits per semester. There will be one general meeting on Monday, September 12, 2011, at 4:10 p.m. in the Fall and Monday, January 30, 2012, at 4:10 p.m. in the Spring, in the Green Room, Theatre Building. Attendance is mandatory; attendance at weekly production meetings for some assignments may be required. Grading for this course is satisfactory/unsatisfactory. 1 credit

Ellen W. Kaplan and Samuel Rush

Offered Fall 2011, Spring 2012

242 Acting II

Acting II offers intensive focus on different, specific topics pertaining to acting training. THE 242 can be repeated for credit up to three times provided the content is different. Prerequisites: Acting I (THE 141) or its equivalent. 4 credits

Topic: Improvisation

An intensive exploration of specific approaches to improvisation (authentic movement, contact improvisation, Johnstone, Boal, transformational exercises and theatre games) that enhance the agility, resourcefulness and creativity of the performer. Prerequisites: one semester of acting or one semester of dance. Enrollment limited to 12.

John Hellweg

Offered Spring 2012

252 Set Design I

The course will develop overall design skills for designing sets for the theatre. After reading assigned plays, students will learn how to develop their designs by concentrating on character analysis and visualizing the action of the play. Visual research, sketches, basic drafting skills and model building are some of the areas in

which students will learn to develop their ideas. This course will also emphasize the importance of collaborating with every member of the creative team. Enrollment limited to 12. **[A]** 4 credits

Edward Check

Offered Fall 2011

253 Introduction to Lighting Design

This course introduces students to the theory and practice of stage lighting design. Over the semester, we will cultivate sensitivity towards the expressiveness of light and the relationship between light, form and space, eventually learning to manipulate light to articulate ideas. Through script analyses and design projects, we will learn to understand the power of light in enhancing stage presentations, acquire skills in illuminating the drama, and apply such skills to collaboration with the production team at large. Through hands-on exercises in the lab and in the theatres, we will also become familiar with the mechanical aspects of lighting: instrumentation, control systems and safe electrical practice. Enrollment limited to 12. **[A]** 4 credits

Nan Zhang

Offered Spring 2012

254 Costume Design I

The elements of line, texture and color, and their application to design and character delineation. Research of clothing styles of various cultures and eras. Enrollment limited to 15. **[A]** 4 credits

Kiki Smith

Offered Fall 2011, Spring 2012

261 Writing for the Theatre

The means and methods of the playwright and the writer for television and the cinema. Analysis of the structure and dialogue of a few selected plays. Weekly and bi-weekly exercises in writing for various media. Goal for beginning playwrights: to draft a one-act play by the end of the semester. Plays by students will be considered for staging. L and P with writing sample required, best submitted weeks prior to registration. **[A]** 4 credits

Leonard Berkman, Fall 2011

Andrea Hairston, Spring 2012

Offered Fall 2011, Spring 2012

262 Writing for the Theatre

Intermediate and advanced script projects.

Prerequisite: 261. L and P. **[A]** 4 credits

Leonard Berkman, Fall 2011

Andrea Hairston, Spring 2012

Offered Fall 2011, Spring 2012

312 Masters and Movements in Performance

Topic: Theatre for Young Audiences

This course will investigate the creation of theatre for young audiences. Students will explore the broad range of goals and means of such theatre, and develop a critical understanding of the genre. Teams of students will create original theatre pieces, to be performed for young audiences either on or off campus. Students can work as playwrights, designers, actors and directors. Prerequisite: One of the following: THE 141, 252, 253, 254 or 261. Enrollment limited to 16.

Daniel Elibu Kramer

Offered Fall 2011

344 Directing I

This course focuses upon interpretative approaches to performance pieces (texts, scores, improvisations, etc.) and how they may be realized and animated through characterization, composition, movement, rhythm and style. Prerequisites: Acting I or FLS 280. Permission of instructor required. Enrollment limited to 12. **{A}** 4 credits

Daniel Elibu Kramer

Offered Spring 2012

352 Set Design II

This course is a continuation of Set Design I. Students will look at the advanced challenges when designing sets for ballet, music theatre and opera. Enrollment limited to 12. **{A}** 4 credits

Edward Check

Offered Spring 2012

353 Advanced Study of Lighting Design

This course further explores the role light plays in artistic creations and the role lighting designers play in theatrical collaborations. Over the semester, we will examine the different approaches to designing for a diverse range of performing arts such as drama, dance, concert and opera. We will study advanced color theories, and learn to use or improve our skills in industry—standard computer software such as Vectorworks®. Each student will be assigned to design for one main-stage production within the season of the particular year determined by the Theatre Department and the Dance Department. This course can be repeated for assignments in different spaces and/or for different genres of performance. Permission of the instructor required. Enrollment limited to 12. **{A}** 4 credits

Nan Zhang

Offered Spring 2012

354 Costume Design II

The integration of the design elements of line, texture, color, gesture and movement into unified production styles. Further study of the history of clothing, movement in costume, construction techniques and rendering. Production work may be required outside of the class meeting time. Prerequisites: 254 and P. **{A}** 4 credits

Kiki Smith

Offered Spring 2012

361 Screenwriting

The means and methods of the writer for television and the cinema. Analysis of the structure and dialogue of a few selected films. Prerequisite: 261 or 262 or permission of the instructor. Enrollment limited to 12. Writing sample required. **{A}** 4 credits

Andrea Hairston

Offered Spring 2012

362 Screenwriting

Intermediate and advanced script projects. Prerequisite: 361. L and P. **{A}** 4 credits

Andrea Hairston

Offered Spring 2012

400 Special Studies

For qualified juniors and seniors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required. 1 to 4 credits

Offered both semesters each year

The Major

Advisers: Members of the department

Adviser for Study Abroad: Daniel E. Kramer

For students graduating in 2012 Requirements:

Ten semester courses, including the following:

1. 198 and 199 as the basis.
2. A sampling of three courses from Division A: history, literature, criticism. Courses in other departments that focus wholly on dramatic literature may be counted toward fulfillment of the history, literature, and criticism requirements for the major.
3. Three courses from Division B: Theory and Performance. These must be chosen as follows: one acting or four-credit dance course (141 or a four-credit dance course); one design or technical course (151,

- 252, 253 or 254); one directing, choreography or playwriting course (344, 261 or DAN 353).
4. Four semesters (or four credits) of 200.
 5. One additional course from either Division A or Division B.

All majors are encouraged to include courses in art and music in their programs as well as dramatic literature in any of the language departments.

The Major (effective with the Class of 2013)

Requirements for a general Theatre major:

1. 12 semester courses, at least two of which must be at a 300-level.
2. 198 and 199 Theatre History and Culture
3. Three courses from Division A History, Literature, Criticism: 213, 215, 217, 218, 220, 240, 241, 316, 319
4. Three courses from Division B:
141 Acting I
252 Set Design I or 253 Introduction to Lighting Design I or 254 Costume Design I
344 Directing I or 261 Writing for Theatre
5. Four credits of 200 Theatre Production
6. Three additional courses from either Division A or B.

Requirements for a Theatre major with an emphasis on Acting:

1. 12 semester courses, at least two of which must be at the 300-level
2. 198 and 199 Theatre History and Culture
3. Two courses from Division A History, Literature, Criticism: 213, 215, 217, 218, 220, 240, 241, 316, 319
4. Three semesters of acting classes from 141 Acting I, 242 Acting 2,
312 Masters and Movements in Performance
5. 142 Voice for actors
6. 252 Set Design I or 253 Lighting Design I or 254 Costume Design I
7. 344 Directing I or 261 Writing for Theatre
8. Four credits of 200 Theatre Production
9. One additional course from either Division A or B

Requirements for a Theatre major with an emphasis on Directing:

1. 12 semester courses
2. 198 and 199 Theatre History and Culture
3. Two courses from Division A History, Literature, Criticism: 213, 215, 217, 218, 220, 240, 241, 316, 319
4. 141 Acting I and another acting class

5. 252 Set Design I
6. 261 Writing for Theatre
7. One other design class from 100, 253 or 254
8. 344 Directing I and 345 Directing 2
9. Four credits of 200 Theatre Production

Requirements for a Theatre major with an emphasis on Design:

1. 12 semester courses, at least two of which must be at the 300-level
2. 198 and 199 Theatre History and Culture
3. Three courses from Division A History, Literature, Criticism: 213, 215, 217, 218, 220, 240, 241, 316, 319
4. 141 Acting I
5. Two of the following: 252 Set Design I, 253 Lighting Design I, 254 Costume Design I
6. One of the following: 352 Set Design 2, 353 Lighting Design 2, 354 Costume Design 2, 318 Movements in Design
7. 344 Directing I or 261 Writing for Theatre
8. Four credits of 200 Theatre Production
9. One additional course from either Division A or B

Requirements for a Theatre major with an emphasis on Playwriting:

1. 12 semester courses, at least two of which must be at the 300-level
2. 198 and 199 Theater History and Culture
3. Three courses from Division A History, Literature, Criticism: 213, 215, 217, 218, 220, 240, 241, 313, 316, 319
4. 141 Acting I or 142 Voice for Actors
5. Three of any of the following playwriting and screenwriting: 261, 262, 361, 362 or the equivalent
6. One course from any of the following: 100, 252, 253 or 254
7. 344 Directing I
8. Four credits of 200 Theatre Production

Courses cross-listed under the theatre department may be considered for fulfillment towards these major requirements at the discretion of the department.

All majors are encouraged to include in their programs, as component courses counted outside of the Theatre major courses in art and music in their programs as well as dramatic literature in any of the other language departments.

Students may count up to 16 credits from programs outside the Five Colleges towards the major. On a case-by-case basis, the department will accept courses from other programs towards specific course requirements.

The judgment of the major advisers will prevail, without need for full Theatre faculty deliberation.

The Minor

Advisers: Members of the department

Requirements: Six courses

Basis: 198 and 199

In addition to the basis: one semester course approved by an adviser in each of the following different divisions plus one four-credit course of the student's choice (including, as an option, four credits of 200 Theatre Production):

- a. History, Literature, Criticism;
- b. Acting, Directing or Playwriting; and
- c. Design: 100, 252, 253, 254.

Honors

Director: Leonard Berkman

430d Honors Project

8 credits

Full-year course; Offered each year

431 Honors Project

8 credits

Offered each Fall

432d Honors Project

12 credits

Full-year course; Offered each year

Please consult the director of honors or the departmental for specific requirements and application Web site procedures.

Graduate

Adviser: Leonard Berkman

M.F.A. in Playwriting, please refer to p. 57–58.

512 Advanced Studies in Acting, Speech and Movement

4 credits

Ellen W. Kaplan, Daniel Elihu Kramer

Offered both semester each year

513 Advanced Studies in Design

4 credits

A. Set Design

Edward Check

B. Lighting Design

Nan Zhang

C. Costume Design and Cutting

Kiki Smith

Offered both semesters each year

515 Advanced Studies in Dramatic Literature, History, Criticism and Playwriting

4 credits

Leonard Berkman, Andrea Hairston,

Kiki Gounaridou

Offered both semesters each year

A. Dramatic Literature

B. Theatre History

C. Dramatic Criticism

D. Playwriting

580 Special Studies

4 credits

Members of the department

Offered both semesters each year

590d Research and Thesis Production Project

8 credits

Leonard Berkman

Andrea Hairston

Full-year course; Offered each year

590 Research and Thesis Production Project

4 credits

Leonard Berkman

Andrea Hairston

Offered both semesters each year

Urban Studies

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Advisers

Martha Ackelsberg, Professor of Government

** Randall Bartlett, Professor of Economics, *Director*

Richard Fantasia, Professor of Sociology

Sam Intrator, Professor of Education and Child Study

The minor in urban studies offers students a chance to study the processes and problems of urbanization from a variety of perspectives. It is designed with enough flexibility to allow a student to choose among many possible combinations, but requires her to experience at least three different disciplinary approaches.

The minor consists of six courses from the following list but must contain choices from at least three different departments or programs. Courses offered at other Five College campuses may be included in the minor, with the approval of one of the advisers. Please consult home departments for year and semester each course is offered.

Afro-American Studies

245 The Harlem Renaissance

278 The '60s: A History of Afro-Americans in the United States from 1954 to 1970

Art

101 Colloquium: Approaches to Visual Representation: Cities

150 Introduction to Art History: Architecture and the Built Environment

212 Ancient Cities and Sanctuaries

250 Building Baroque Europe

272 Art and Revolution in Europe, 1789–1889

281 Landscape Studies Introductory Studio

283 Architecture since 1945 (L)

285 Great Cities

386 Topics in Architecture

388 Advanced Architecture

Economics

230 Urban Economics

Education

200 Education in the City

336 Urban Youth Development and Social Entrepreneurship

English

239 American Journeys

French

230 Voices of/from the Outskirts*

360 The Year 1830

Government

204 Urban Politics

217 Colloquium: The Politics of Wealth and Poverty in the U.S.

311 Seminar in Urban Politics

History

209 Aspects of Middle Eastern History

Topic: Spaces/Contested Places: Social and Cultural

Histories of Non-Western Cities

227 (C) Aspects of Medieval European History

Topic: Crusade and Jihad. Religious Violence in the Islamo-Christian Tradition

267 The United States since 1877

279 (L) The Culture of American Cities

*Certain topics only; consult with urban studies adviser.

Landscape Studies

- 200 Socialized Landscapes: Private Squalor and
Public Affluence

Presidential Seminars

- 308 Urbanization in the 21st Century: Comparative
Prospects, Problems and Policies

Sociology

- 213 Ethnic Minorities in America
214 Sociology of Hispanic Caribbean Communities in
the United States
218 Urban Sociology

Study of Women and Gender

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Members of the Committee for the Program for the Study of Women and Gender 2011-12

^{**2} Elisabeth Armstrong, Associate Professor of the Study of Women and Gender, *Chair*

Martha Ackelsberg, William R. Kenan Jr. Professor of Government and Professor of the Study of Women and Gender

Carrie Baker, Assistant Professor of the Study of Women and Gender

Payal Banerjee, Assistant Professor of Sociology

^{*1} Darcy Buerkle, Associate Professor of History

^{*2} Paula Giddings, Elizabeth A. Woodson 1922 Professor of Afro-American Studies

^{*1} Jennifer Guglielmo, Associate Professor of History

Ambreen Hai, Associate Professor of English Language and Literature

Marguerite Itamar Harrison, Associate Professor of Spanish and Portuguese

Michelle Joffroy, Associate Professor of Spanish and Portuguese

Kimberly Kono, Associate Professor of East Asian Languages and Literatures

Daphne Lamothe, Associate Professor of Afro-American Studies

Gary Lehring, Associate Professor of Government

Naomi Miller, Professor of English Language and Literature

^{**2} Cornelia Pearsall, Professor of English Language and Literature

^{*1} Kevin Quashie, Associate Professor of Afro-American Studies and the Study of Women and Gender

^{**2} Donna Riley, Associate Professor of Engineering

Marilyn Schuster, Professor of the Study of Women and Gender and Andrew W. Mellon Professor in the Humanities

Christine Shelton, Professor of Exercise and Sport Studies

Elizabeth V. Spelman, Professor of Philosophy and Barbara Richmond 1940 Professor in the Humanities

Andrea Stone, Assistant Professor of English Language and Literature

Susan Van Dyne, Professor of the Study of Women and Gender

Director: The chair of the program committee will serve as the director of the major and the minor and will verify completion of the major and the minor on recommendation of the student's adviser.

Goals for the Major in the Study of Women and Gender

The Program for the Study of Women and Gender examines gender, race, class and sexuality as important and simultaneous aspects of social worlds and human lives. This examination requires inquiry into the construction and operation of power relations, social inequalities and resistances to them in both national

and transnational contexts. We understand women, gender, feminism, queer, masculinity and transgender as politicized terms. As categories of analysis they help reveal how subjects become racialized, sexualized, gendered and class-located.

Building on its origins in women's studies, our program continues to examine the experiences, ideologies, works and actions of women in a variety of national, cultural, historical and political contexts. As an interdisciplinary endeavor, the study of women and gender shows students how different academic disciplines view the operation of gender in the labor market, the family, political systems and cultural production. Research and theory emerge from these everyday realities and feminist theory, in turn, informs our analysis of political choices. The Study of Women and Gender is joined to an understanding of the forms of activism around the globe.

Requirements for the Major

The major requires the completion of ten semester courses, totaling forty (40) credit hours. These courses shall be comprised of SWG prefix courses and department-based courses chosen from a list of possibilities compiled yearly by the Program for the Study of Women and Gender. All Smith courses that might be considered for major credit are listed on the SWG Web site, www.smith.edu/swg. Requirements include:

SWG 150: Introduction to the Study of Women and Gender

normally taken in the first or second year, and which may not be elected S/U

One Queer Studies course

One course in the concentration in Women, Race and Culture

Three courses in one of the following six concentrations. One of these courses must be a 300-level seminar:

- a) forms of literary or artistic expression **{L/A}**
- b) historical perspectives **{H}**
- c) forms of political/social/economic thought/action/organization **{S}**
- d) modes of scientific inquiry **{N/M}**
- e) queer studies (thematic concentration)
- f) women, race and culture (thematic concentration)

Four courses with the SWG prefix, including Intro (SWG 150) and one seminar.

Transfer students are expected to complete at least half of their major (or five courses) at Smith (or approved Five College courses).

Students with double majors may count a maximum of three courses toward both majors.

In the senior year, a student will complete a statement reflecting on the connections among the courses in her major. The senior statement and SWG advising checklist are due to the faculty adviser by the Friday prior to Spring break.

Requirements for the Minor in the Program for the Study of Women and Gender

In consultation with an adviser from the Study of Women and Gender program committee, a student will select six approved courses (or a total of 24 credits) in the Program. The courses must include:

SWG 150, Introduction to the Study of Women and Gender

normally taken in the first or second year, and which may not be elected S/U.

One Queer Studies course.

One Women, Race and Culture course.

Three additional courses in the Program.

Minors are strongly encouraged to elect at least one course at the 300 level.

Advising

All members of the Program Committee for the Study of Women and Gender serve as advisers for the major and minor.

Honors

A student may honor in SWG by completing an eight-credit two-semester thesis in addition to the 10 courses in the major and fulfilling all the general requirements. Eligibility of students for honors work, and supervision and evaluation of the thesis are determined by the Program Committee for the Study of Women and Gender.

400 Special Studies

For qualified juniors and seniors. Admission by permission of the instructor and director of the program. No more than 4 special studies credits may be taken in any academic year and no more than 8 special studies credits total may be applied toward the major. 1 to 4 credits Offered both semesters each year

430d Honors Project

An 8-credit two-semester thesis in addition to the 10 courses that fulfill the major. Eligibility requirements for honors work, and supervision and evaluation of the thesis are determined by the Program Committee for the Study of Women and Gender as outlined on the program Web site at www.smith.edu/swg/honors.html. 8 credits

Director: Elisabeth Armstrong

Full-year course; Offered each year

Courses with SWG prefix or taught by SWG faculty in 2011–12**SWG 100 Issues in Queer Studies**

This course introduces students to issues raised by and in the emerging interdisciplinary field of queer studies. Through a series of lectures by Smith faculty members and invited guests, students will learn about subject areas, methodological issues and resources in queer studies. May not be repeated for credit. Offered for 2 credits, graded satisfactory/unsatisfactory only. **{H/S/L}**

Gary Lebring

Offered Spring 2012

SWG 150 Introduction to the Study of Women and Gender

An introduction to the interdisciplinary field of the study of women and gender through a critical examination of feminist histories, issues and practices. Focus on the U.S. with some attention to the global context. Primarily for first- and second-year students. Lecture and discussion, students will be assigned to sections. **{H/S}** 4 credits

Martha Ackelsberg, Elisabeth Armstrong, Carrie Baker

Offered Spring 2012

Further work in the Study of Women and Gender usually requires SWG 150 as a prerequisite.

SWG 201 Queer Black Studies, An Introduction

How does queer studies, which questions the naturalization of identity, relate to black cultural studies, where identity is both subject to criticism and the foundation of a politic? What role has the black body played in the construction of gender and sexuality? How does the performativity of racial blackness (from blackface minstrelsy to hip hop) relate to ideas from queer theory? How do we understand the particular ways that homophobia has seemed to manifest in black commu-

nities? This course will highlight these four questions through theoretical, historical and sociological texts (as well as film, music and literature). Prerequisites: SWG 150, or SWG 100 or AAS 111 or permission of the instructor. Enrollment limited to 40. (E) **{L/S}** 4 credits

Kevin Quashie

Offered Spring 2012

SWG 205 GLBT History and Politics

This course will provide an overview of the birth and growth of the 20th century movement for GLBT visibility, community and equality in the United States through and including the contemporary 21st century status of LGBT rights. Topics to be addressed include public opinion; state ballot initiatives; GLBT candidates, elections and interest groups; federal and state legislation; and state and federal court decisions affecting GLBT citizens. Public policy areas to be included are Defense of Marriage Act, Federal Marriage Amendment, Hate Crimes Prevention Act, Employment Non-Discrimination Act, Don't Ask, Don't Tell and U.S. Federal AIDS Policy. Prerequisite SWG 150 or permission of the instructor. **{H}** 4 credits

Gary Lebring

Offered Fall 2011

SWG 222 Gender, Law and Policy

This course explores the legal status of women in the United States historically and today, focusing in the areas of employment, education, sexuality, reproduction, the family and violence. We will study constitutional and statutory law as well as public policy. Some of the topics we will cover are sexual harassment, domestic violence, sexual assault, sexual orientation and gender identity discrimination and pregnancy discrimination. We will study feminist activism to reform the law and will examine how inequalities based on gender, race, class and sexuality shape the law. We will also discuss and debate contemporary policy and future directions. 4 credits

Carrie Baker

Offered Fall 2011

SWG 223 Sexual Harassment and Social Change

This course is an interdisciplinary exploration of sexual harassment in the United States. We will examine the history and incidence of sexual harassment, the social movement opposing sexual harassment, and the development of law and public policy on the issue. We will study sexual harassment in a variety of contexts, including the workplace, primary and secondary

schools, higher education, the military and prisons, housing, and on the street. Finally, we will consider the significance of gender, race and sexuality for sexual harassment. Readings include first person accounts, feminist theory, legal cases, social science research, and primary and secondary sources. Prerequisite: SWG 150 or permission of the instructor. (E) **[S]** 4 credits

Carrie Baker

Offered Fall 2011

SWG 238 Women, Money and Transnational Social Movements

This course centers on the political linkages forged in those transnational social movements from the mid-20th to the present that address the politics of women and money. We will research social movements that address raced, classed and gendered inequities alongside the costs of maintaining order. We will assess the alternatives proposed by global labor movements, from micro-finance to worker-owned cooperatives, to shed light on the cultural fabric of the global finance industry. Assignments include community-based research on local and global political movements, short papers and written reflections. Prerequisite: SWG 150 or permission of the instructor. **[S]** 4 credits

Elisabeth Armstrong

Offered Fall 2011

SWG 270 Colloquium: Documenting Lesbian Lives

Grounding our work in the current scholarship in lesbian history, this course will explore lesbian communities, cultures and activism. While becoming familiar with the existing narratives about lesbian lives, students will be introduced to the method of oral history as a key documentation strategy in the production of lesbian history. Our texts will include secondary literature on late 20th century lesbian culture and politics, oral history theory and methodology, and primary sources from the Sophia Smith Collection (SSC). Students will conduct, transcribe, edit, and interpret their own interviews for their final project. The course objectives are: an understanding of modern lesbian movements and cultures from a historical perspective, basic skills in and knowledge of oral history methods, and the rich experience of being historians by creating new records of lesbian lives. Prerequisites: SWG 150 or permission of the instructor. Enrollment limited to 20. (E) **[H/S]** 4 credits

Felly Anderson

Offered Spring 2012

All 300-level courses in the study of women and gender are seminars and are normally limited to 12 juniors or seniors; seminars have prerequisites and all require permission of the instructor to enroll.

SWG 312 Queer Resistances: Identities, Communities and Social Movements

How do we know what it means to identify as lesbian, gay, queer, bisexual or transgender? Why do these terms mean different things to different people and in different contexts? How does claiming or refusing to claim a sexual identity affect community formation or social change? This seminar will explore constructions of queer collective identities, communities and social protest. We will pay explicit attention to how queer identities, communities, and movements are racialized, shaped by class, gendered and contextual. Drawing on historical, theoretical, narrative and ethnographic sources, we will examine multiple sites of queer resistance including local communities, academic institutions, media, the state, social movement organizations and the Internet. We will examine the consequences of various theories of gender, sexuality and resistance for how we interpret the shapes that queer, lesbian, gay, bisexual and transgender identity, community and social movements take. Prerequisites: SWG 150, one additional course in the major and permission of the instructor. **[H/S]** 4 credits

Nancy Whittier

Offered Fall 2011

SWG 316 Seminar: Feminist Theories of Cross-Border Organizing

Border crossing forms the cornerstone of feminist solidarity, whether across the bounds of propriety, or the definitions of racialized identities, or the police checkpoints of the nation-state. This seminar begins with border formation in newly independent nations of India and Pakistan. We will look at the cultural production of national borders in films and photographs. We will discuss particular histories of how women's bodies were configured during Pakistan and India's partition. We also take up those feminist interventions in knowledge production that demand recognition of the gendered maintenance these national borders require. This seminar centers on feminist theories that imagine how to recognize strangers, defer citizenship, nurture desire and remembers the very histories that divide cohorts in struggle. Course assignments include in-class presentations, short written assignments and

a detailed literature review. A background in feminist theory is required. Prerequisites: SWG 150, one additional course in the major and permission of the instructor. (E) **[S]** 4 credits

Elisabeth Armstrong

Offered Spring 2012

SWG 323 Seminar: Sex, Trade and Trafficking

This seminar will examine domestic and international trade and trafficking of women and girls, including sex trafficking, bride trafficking, trafficking of women for domestic and other labor, child prostitution, sex work and pornography. We will explore societal conditions that shape this market, including economics, globalization, war and technology. We will examine the social movements growing up around the trafficking of women, particularly divisions among activists working on the issue, and study recent laws and funding initiatives to address trafficking of women and girls. Throughout the seminar, we will apply an intersectional analysis in order to understand the significance of gender, race and class to women's experiences, public discourse, advocacy, and public policy initiatives around sex trade and trafficking. Prerequisites: SWG 150, one additional course in the major and permission of the instructor. Enrollment limited to 15. (E) **[S]** 4 credits

Carrie Baker

Offered Spring 2012

These courses may count toward the major and minor in the study of women and gender with the approval of the adviser. Please see the SWG Program Web site or the Smith College catalogue for descriptions.

AAS 209 Feminism, Race and Resistance: History of Black Women in America

Paula Giddings

Offered Fall 2011

AAS 212 Family Matters: Representation, Policy and the Black Family

Riché Barnes

Offered Fall 2011

AAS 366 Seminar: Contemporary Topics in Afro-American Studies

Topic: Ida B. Wells and the Struggle Against Racial Violence

Paula Giddings

Offered Spring 2012

ANT 251 Women and Modernity in East Asia

Suzanne Gottschang

Offered Spring 2012

ANT 271 Globalization and Transnationalism in Africa

Caroline Melly

Offered Spring 2012, Spring 2013

ARH 101 Home as a Work of Art

Linda Kim

Offered Fall 2011

CLT 230 "(Un)natural" Women: Mothers Who Kill Their Children

Thalia Pandiri

Offered Spring 2012

CLT 235 Fairy Tales and Gender

Elizabeth Harries

Offered Spring 2012

ENG 222 Medicine and Law in African Diasporic Literature in the 19th Century

Andrea Stone

Offered Fall 2011

ENG 277 Postcolonial Women Writers

Ambreen Hai

Offered Spring 2012

ENG 278 Writing Women

Topic: Asian American Women Writers

Floyd Cheung

Offered Fall 2011

ENG 279 American Women Poets

Susan Van Dyne

Offered Fall 2011

ENG 284 Victorian Sexualities

Cornelia Pearsall

Offered Fall 2011

ENG 287 Representing Women in the Renaissance

Naomi Miller

Offered Spring 2012

ENG 334 Seminar: Servants in Literature and Film

Ambreen Hai

Offered Fall 2011

ESS 340 Women's Health: Current Issues*Barbara Brehm-Curtis*

Offered Fall 2011

FRN 230 Colloquia in French Studies*Topic: Consumers, Culture and the French Department Store**Jonathan Gosnell*

Offered Spring 2012

FRN 320 Topics in Medieval and Renaissance Literature*Topic: Women Writers of the Middle Ages**Eglal Doss-Quinby*

Offered Fall 2011

FYS 114 Turning Points*Susan Van Dyne*

Offered Fall 2011

FYS 129 Rites of Passage*Justina Gregory*

Offered Fall 2011

FYS 159 What's in a Recipe?*Nancy Saporta Sternbach*

Offered Fall 2011

FYS 175 Love Stories*Ambreen Hai*

Offered Fall 2011

FYS 179 Rebellious Women*Kelly Anderson*

Offered Fall 2011

FYS 180 Cleopatra: Histories, Fictions, Fantasies*Nancy Shumate*

Offered Fall 2011

GES 302 Costa Rica at a Crossroads: Examination of Globalization and Sustainability*Amy Rhodes and Gary Lebring*

Offered Summer 2012

GOV 232 Women and Politics in Africa*Catharine Newbury*

Offered Fall 2011

GOV 347 Seminar in International Politics and Comparative Studies*Topic: North Africa in the International System**Greg White*

Offered Fall 2011 and Fall 2012

HST 101 Introduction to Historical Inquiry*Topic: Geisha, Wise Mothers and Working Women**Marnie Anderson*

Offered Spring 2012

HST 252 Women and Gender in Modern Europe, 1789–1918*Jennifer Hall-Witt*

Offered Fall 2011

HST 265 Race, Gender and United States Citizenship, 1789–1861*Elizabeth Stordeur Pryor*

Offered Fall 2011

HST 278 Women in the United States since 1865*Jennifer Gugliemo*

Offered Spring 2012

HST 355 Topics in Social History*Topic: Women and World War I: The Smith College Relief Unit**Jennifer Hall-Witt*

Offered Spring 2012

HST 371 Problems in 19th-Century United States History*Topic: African-American Women in Slavery and Freedom**Elizabeth Stordeur Pryor*

Offered Fall 2011

ITL 344 Senior Seminar: Italian Women Writers*Giovanna Bellesia*

Offered Fall 2011

LAS 201 The Brazilian Body: Representing Women in Brazil's Literature and Culture*Marguerite Itamar Harrison*

Offered Spring 2012

LAS 201 Colloquium in Latin American and Latino/a Studies

Topic: "The Bronze Screen": Performing Latina/o on Film and in Literature
Nancy Saporta Sternbach

PSY 266 Psychology of Women and Gender

Lauren Duncan
 Offered Fall 2011

REL 106 Women and Religion

Lois Dubin and Vera Shevzor
 Offered Spring 2012

REL 238 Mary: Images and Cults

Vera Shevzor
 Offered Fall 2011

REL 277 South Asian Masculinities

Andy Rotman
 Offered Spring 2012

SOC 213 Race and National Identity in the United States

Ginetta Candelario
 Offered Spring 2012

SOC 229 Sex and Gender in American Society

Nancy Whittier
 Offered Fall 2011

SOC 237 Gender and Globalization: Culture, Power and Trade

Payal Banerjee
 Offered Fall 2011

SOC 323 Seminar: Gender and Social Change

Nancy Whittier
 Offered Spring 2012

SOC 244/LAS 244 Feminisms and Women's Movements: Latin American Women's and Latinas' Pursuit of Social Justice

Ginetta Candelario
 Offered Spring 2012

SOC 323 Seminar: Gender and Social Change

Nancy Whittier
 Offered Spring 2012

SPN 230 Topics in Latin American and Peninsular Literature

Topic: A Transatlantic Search for Identity
Estela Harretche
 Offered Fall 2011

SPN 230 Topics in Latin American and Peninsular Literature

Topic: Female Visions of Mexico.
Patricia Gonzalez
 Offered Fall 2011

SPN 230 Topics in Latin American and Peninsular Literature:

Topic: Central American Poetry of War and Peace
Nancy Sternbach
 Offered Spring 2012

SPN 250 Survey of Iberian Literature and Society

Topic: Sex and the Medieval City
Ibtissam Bouachrine
 Offered Fall 2011

SPN 372 Topics in Latin American and Iberian Studies

Topic: Women, Environmental Justice and Social Action
Michelle Joffroy
 Offered Spring 2012

THE 316 Contemporary Canadian Drama

Leonard Berkman
 Offered Fall 2011

THE 319 Shamans, Shapeshifters, and the Magic If

Andrea Hairston
 Offered Spring 2012

Interdepartmental and Extradepartmental Course Offerings

Visiting faculty and some lecturers are generally appointed for a limited term.

Visit www.smith.edu/catalog for current course information.

ACC 223 Financial Accounting

The course, while using traditional accounting techniques and methodology, will focus on the needs of external users of financial information. The emphasis is on learning how to read, interpret and analyze financial information as a tool to guide investment decisions. Concepts rather than procedures are stressed and class time will be largely devoted to problem solutions and case discussions. A basic knowledge of arithmetic and a familiarity with a spreadsheet program is suggested. No more than four credits in accounting may be counted toward the degree. **[S]** 4 credits

To be announced

Offered Spring 2012

EDP 290 Mellon Mays Undergraduate Fellows Research Seminar

Seminar on research design and conduct. The development and conduct of research projects including question definition, choice of methodology, selection of evidence sources and evidence evaluation. Participants will present their own research design and preliminary findings. Limited to recipients of Mellon Mays Undergraduate Fellowships. Seminar to be taken twice- once as a junior and once as a senior. Graded S/U only (2 S/U credits each time taken). 2 credits

Naomi Miller

Offered Fall 2011

To be arranged to accommodate schedules of MMUF Fellows (90 minutes per week)

IDP 100j Critical Reading and Discussion: "Book Title"

The goal of this course is to continue dialogues and discussions similar to those between students and faculty on the annual summer reading book for entering students during orientation. It represents an opportunity for students and faculty to engage in a sustained conversation about a mutual interest. A book will be selected

by an instructor as the core reading for the course. The group will meet no fewer than five times in an informal setting to discuss the book. Attendance and participation is required. Each student will write a 5-page essay (or a series of essays). This course to be graded S/U only. Enrollment limited to 15 per topic. 1 credit

Margaret Bruzelius, Course Director

Members of the faculty and staff

To be arranged during Interterm 2012

IDP 102 Thinking Through Race

This course offers an interdisciplinary and comparative examination of race in the Americas, as well as in other parts of the world, from the periods of discovery/conquest to the present. Although race is no longer held by scientists to have any biological reality, it has obviously played a central role in the formation of legal codes (from segregation to affirmative action), economics (slavery and labor patterns), culture, and identities across the Americas and elsewhere. Where did the concept of race come from? How has it changed over time and across space? What pressures does it continue to exert on our lives? By bringing together faculty from a variety of programs and disciplines, and by looking at a range of cultural texts, visual images and historical events where racial distinctions and identities have been deployed, constructed and contested, we hope to give students a much richer understanding of how race matters. This course will meet for the first seven weeks of the semester. Not open to students who have taken AMS 102. Graded S/U only. (E) 1 credit

To be announced

To be arranged

IDP 103 Thinking Through Race Discussion Section

Optional discussion section for IDP 102. (E) 1 credit

To be announced

To be arranged

IDP 106 Mapping the Renaissance

What was the Renaissance? The word is literally “re-birth” but, capitalized, it usually means European rediscovery of Greek and Roman cultures (mediated by translations from the Arabic) between 14th and 16th centuries. However faithfully or fancifully the classics were revived (opinions vary), the period of the “Renaissance” reached far beyond literary and artistic cultures to new technologies, new sciences and new worlds: the invention of printing, the start of modern physics and astronomy, the “discovery” of the Americas; the enormous expansion of trade with all parts of the world and the beginnings of capitalist economics; the rise of Protestantism; the development of the nation state. In this 13-week course we’ll explore the explosion that was the Renaissance, from kings to sunspots, from mathematics to maps, from printing to painting to royal progresses. This is a course in which various disciplines will rub shoulders with one another in order to suggest the variety of this extraordinary moment. (E) 2 credits.
Marjorie Senechal, William Oram

Offered Fall 2011

M 7–8:30 p.m. with a series of optional lunches to talk about the lectures.

IDP 108 Intellectual Inquiry

An introduction to the disciplines and methods, the possibilities and limitations, the pleasures and the perils of academic investigation. Students will seek to answer three questions posed by the course directors. The questions will not be limited in any way and may come from any corner of the liberal arts. In pursuing their research, students will have available all the facilities of the College, libraries, laboratories, computers, collections, etc. They will work in groups with assistance from selected upperclass students and from members of the College staff. Enrollment limited to first-year students, 15 per section. (E) 1 credit

Not offered in 2011–12

IDP 115 AEMES Seminar

This course teaches students to apply appropriate learning strategies to extend and refine their academic capacities with an emphasis on science, engineering and mathematics. Course content includes research on learning styles, motivation and memory as well as application in critical thinking, problem solving, active reading and study skills. The format consists of readings and discussion, as well as weekly study groups for

science, engineering and mathematics courses. Enrollment limited to 20 AEMES scholars. 2 credits

Gail Thomas (Jacobson Center for Writing, Teaching and Learning)

Offered Fall 2011

IDP 120 Community-Based Learning: Ethics and Practice

Service-learning, civic engagement and community service have become familiar terms for describing community-based learning (CBL) in higher education. Theorists and practitioners continue to debate how to bring community issues into the classroom and how best to bring students into the neighborhoods surrounding their colleges and universities. We will explore the history, debates and practice of CBL through relevant readings and a discussion of issues relating to campus-community partnerships. We will also interact with peers, faculty, guest speakers and community members who will provide first-hand perspectives on the local practice of CBL and critical needs in surrounding communities. The course will provide a point of entry and orientation to those new to CBL. Graded S/U only. (E) 2 credits

Lucy Mule

Not offered 2011–12

IDP 136 Applied Learning Strategies

This course teaches students to extend and refine their academic capacities to become autonomous learners. Course content includes research on motivation and cognitive development as well as application of critical thinking and study skills. The class format consists of lectures, readings, discussion and guest speakers with a focus on individual application of skills. Students who take this course will be better prepared to handle coursework, commit to a major, and take responsibility for their own learning. Priority will be given to students referred by their dean or adviser. Enrollment limited to 20. Grading S/U. (E) 1 credit

Gail Thomas (Jacobson Center)

Offered 6 weeks during Spring 2012

IDP 150j Introduction to AutoCAD

This course will provide students with an introduction to AutoCAD. Through a combination of short lecture components and hands-on drafting activities, the course will cover tools and techniques for effective two-dimensional drafting. No previous computer drafting

experience is required. Open to all students. Enrollment limited to 24. Graded S/U only. 1 credit

Reid Bertone-Johnson (Landscape Studies)

To be arranged during the first week of Interterm 2012

IDP 151j Introduction to SolidWorks

This course will provide students with an introduction to SolidWorks 3D CAD software. Through a combination of short lecture components and hands-on design activities, the course will cover tools and techniques for effective three-dimensional modeling and parametric design. No previous computer modeling experience is required. Open to all students. Enrollment limited to 18. Graded S/U only. 1 credit

To be announced

To be arranged during the second week of Interterm 2012

IDP 250j Applied Design and Prototyping: Design It! Make It!

This course will provide students with an introduction to applied design and prototyping. Students will learn how to transform an idea into a set of sketches, a computer model, and a working prototype. The course will cover design strategies, design communication, documentation, materials, rapid prototyping and manufacturing. Prerequisites: Introduction to AutoCAD or Introduction to SolidWorks. Enrollment limited to 12. Graded S/U only. 1 credit

Susannah Howe (Engineering) and Eric Jensen (Clark Science Center)

To be arranged during the third week of Interterm 2012

IDP 208 Women's Medical Issues

A study of topics and issues relating to women's health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion, menopause, depression, eating disorders, nutrition and cardiovascular disease. Social, ethical and political issues will be considered including violence, the media's representation of women, and gender bias in health care. An international perspective on women's health will also be considered. **[N]** 4 credits

Leslie Jaffe (Health Services)

Offered Spring 2012

IDP 320 Seminar on Global Learning: Women's Health of Tibetan Refugees In India

The purpose of this seminar is to study women's health and cultural issues within India, with a focus on Tibetan refugees, and then apply the knowledge experientially. During J-term, the students will travel to India and deliver workshops on reproductive health topics to young Tibetan women living at the Central University of Tibetan Studies in Samath where they will be further educated in Tibetan medicine. The seminar will be by permission of the instructor with interested students required to write an essay explaining their interest and how the seminar furthers their educational goals. Enrollment limited to 5 students. (E) 4 credits

Leslie R. Jaffe

Offered Fall 2011, Interterm 2012

IDP 325 Art/Math Studio

This course is a combination of two distinct but related areas of study: studio art and mathematics. Students will be actively engaged in the design and fabrication of 3 dimensional models that deal directly with aspects of mathematics. The class will include an introduction to basic building techniques with a variety of tools and media. At the same time each student will pursue an intensive examination of a particular-individual-theme within studio art practice. The mathematical projects will be pursued in small groups. The studio artwork will be done individually. Group discussions of reading, oral presentations and critiques-as well as several small written assignments will be a major aspect of the class. Prerequisite: Juniors and seniors with permission of the instructor/s. Enrollment is limited to 15. (E) **[A/M]** 4 credits

Pau Atela (Mathematics) and John Gibson (Studio Art)

Offered Spring 2012

QSK 101/MTH 101 Algebra

This course is intended for students who need additional preparation to succeed in courses containing quantitative material. It will provide a supportive environment for learning or reviewing, as well as applying, arithmetic, algebra and mathematical skills. Students develop their numerical, statistical and algebraic skills by working with numbers drawn from a variety of sources. Enrollment limited to 20. Permission of the instructor required. This course does not carry a Latin Honors **[M]** designation. 4 credits

Catherine McCune

Offered both semesters

QSK 103/MTH 103 Math Skills Studio

In this course, students will focus on computational skills, graphing skills, algebra, trigonometry and beginning calculus. Featuring a daily lecture/discussion followed by problem solving drills and exercises stressing technique and application, this course is intended to provide any student with concentrated practice in the math skills essential for thriving in Smith College course-work. Students gain credit by completing all course assignments, including a final self-assessment they will use in developing their own future math skills study plan. Enrollment limited to 20 students. This course to be graded S/U only. Permission of the instructor required. This course does not count toward the major. 2 credits

Catherine McCune
Offered Interterm 2012

site of the Jacobson Center for Writing, Teaching and Learning for sections offered in January 2012.
Enrollment limited to 15. 1 credit
Julio Alves, Director, Jacobson Center for Writing, Teaching and Learning
Offered Interterm 2012

SPE 100 The Art of Effective Speaking

This one-credit course will give students systematic practice in the range of public speaking challenges they will face in their academic and professional careers. During each class meeting, the instructor will present material on an aspect of speech craft and delivery; each student will then give a presentation reflecting her mastery of that week's material. The instructor videotapes each student's presentations and reviews them in individual conferences. During on class meeting, the students will also review and analyze videotapes of notable speeches. Classes will be held for six weeks of the semester, beginning on a date to be determined. Conferences will be scheduled separately. Students must come to the first class prepared to deliver a 3 to 5 minute speech of introduction: *Who I Am and Where I'm Going*. Students also need to bring a blank videotape to class. All the speeches students make during class will be recorded on this tape. Enrollment limited to 10 with priority given to seniors. 1 credit

Debra Carney
To be arranged

WTG 100 (C) Popular Nonfiction

Writing for the mainstream press can take many forms, including conventional journalism, narrative journalism, creative nonfiction and a blend of all three. Each section of this course focuses on a different kind of writing for the mainstream press. Taught by experienced professional writers, the different sections offer opportunities to learn aspects of the craft of popular nonfiction writing from the writers who write it. Check the Web

Five College Course Offerings by Five College Faculty

Visiting faculty and some lecturers are generally appointed for a limited term.
Visit www.smith.edu/catalog for current course information.

Languages Through the Five College Center for the Study of World Languages

The Five College Center for the Study of World Languages encourages students to embark on language study during their first year of college so that they can achieve the fluency needed to use the language for work in their major field. The center offers two distinct programs with varying pacing options for students who are interested in independent language study. Students interested in either of the following language programs should read the informational Web sites thoroughly and follow the application directions. While the application process is handled by the Five College Center for the Study of World Languages, the tutorial and conversation sessions are held on all five campuses.

For program information and application forms, go to <http://www.umass.edu/fclang>

For mentored course plans and syllabi, go to <http://langmedia.fivecolleges.edu>

To make an appointment at the center, e-mail fcsilp@hfa.umass.edu or call 413-545-3453

Five College Mentored Language Program (FCMLP)

The "mentored" course format emphasizes speaking, listening, reading and writing skills. The courses require seven to ten hours per week of independent study, a weekly one-hour conversation session, a weekly thirty-minute individual tutorial with the mentor, and an oral and a written final evaluation. The mentored courses are based on study guides created specifically for this program. Languages offered include Arabic, Czech, Egyptian Colloquial Arabic, Formal Spoken Arabic, Hindi, Levantine Colloquial Arabic, Indonesian, Moroccan Arabic, Pashto, Persian, Swahili, Turkish, Urdu and Yoruba. Mentored courses offer elementary, some intermediate, and some advanced courses depending on the language.

Five College Supervised Independent Language Program (FCSILP)

The Five College Supervised Independent Language Program (FCSILP) offers students with excellent language skills an opportunity to study a variety of less commonly taught languages. This selective program admits highly motivated students with a record of past success in language learning. Students admitted into the program normally have received high grades in previous language courses; have completed the language requirement of their college; have taken at least one intermediate or advanced college-level course in a language other than their first language(s); and/or have developed a high level of proficiency in a second language by living or studying abroad.

FCSILP stresses oral proficiency and consists of three components: 1) seven to ten hours a week of independent study using a combination of textbooks, workbooks, CDs and DVDs, software and online materials (course components vary by language); 2) a weekly conversation practice session led by a native speaking conversation partner; and 3) a final oral exam given by a professor accredited in the target language. Each language offered in the program is divided into four levels of study. The four levels constitute four parts of an elementary course.

Languages currently offered:

African Languages: Hausa (Nigeria), Shona (Zimbabwe), Twi (Ghana), Wolof (Senegal), Zulu (South Africa)

European Languages: Bosnian (Serbo-Croatian), Bulgarian, Croatian (Serbo-Croatian), Georgian, Modern Greek, Hungarian, Norwegian, Romanian, Serbian (Serbo-Croatian), Slovak, Ukrainian

Middle Eastern and Asian Languages: Tibetan, Thai, Vietnamese

African Studies

Catharine Newbury, Professor of Government (at Smith College in the Five College Program), will be on leave in Spring 2012.

Government 232. Women and Politics in Africa

This course will explore the genesis and effects of political activism by women in Africa, which some believe represents a new African feminism, and its implications for state/civil society relations in contemporary Africa. Topics will include the historical effects of colonialism on the economic, social and political roles of African women, the nature of urban/rural distinctions, and the diverse responses by women to the economic and political crises of postcolonial African polities. Case studies of specific African countries, with readings of novels and women's life histories as well as analyses by social scientists.

First Semester. Smith College

Political Science 398. Seminar: The Rwanda Genocide in Comparative Perspective

In 1994 Rwanda was engulfed by violence that caused untold human suffering, left more than half a million people dead, and reverberated throughout the Central African region. Using a comparative perspective, this seminar explores parallels and contrasts between Rwanda and other cases of genocide and mass murder in the 20th century. Topics include the nature, causes, and consequences of genocide in Rwanda, regional dynamics, the failure of the international community to intervene, and efforts to promote justice through the U.N. International Criminal Tribunal for Rwanda. We will also consider theories of genocide and their applicability to Rwanda, exploring comparisons with other cases such as the Armenian genocide, the Holocaust, the destruction of the Herero, and war in Sierra Leone and the Democratic Republic of the Congo.

First Semester. Mount Holyoke College

Arabic

Heba Arafah, Five College Lecturer in Arabic (at Mount Holyoke College in the Five College Program).

Asian 130f. First Year Arabic I

This yearlong course introduces the basics of Modern Standard Arabic. The course concentrates on all four skills: speaking, listening, reading, writing. Beginning with a study of Arabic script and sound, students will

complete the study of Elementary Arabic by the end of the academic year. Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write short essays and participate in role plays, debates and conversations throughout the year. (4 credits)
First semester. Mount Holyoke College

IA/LS 110. Elementary Arabic I

This yearlong course introduces the basics of Modern Standard Arabic. The course concentrates on all four skills: speaking, listening, reading, writing. Beginning with a study of Arabic script and sound, students will complete the study of Elementary Arabic by the end of the academic year. Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write short essays and participate in role plays, debates, and conversations throughout the year.

First Semester. Hampshire College

Asian 232f. Second-Year Arabic I

This yearlong course continues the study of Modern Standard Arabic. The course concentrates on all four skills: speaking, listening, reading, writing. Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write short essays and participate in role plays, debates and conversations throughout the year. (4 credits)

First semester. Mount Holyoke College

Asian 131s. First-Year Arabic II

This yearlong course introduces the basics of Modern Standard Arabic. The course concentrates on all four skills: speaking, listening, reading, writing. Beginning with a study of Arabic script and sound, students will complete the study of Elementary Arabic by the end of the academic year. Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write short essays and participate in role plays, debates and conversations throughout the year. (4 credits)

Second semester. Mount Holyoke College

IA/LS 111. Elementary Arabic II

This yearlong course introduces the basics of Modern Standard Arabic. The course concentrates on all four skills: speaking, listening, reading, writing. Beginning with a study of Arabic script and sound, students will complete the study of Elementary Arabic by the end of the academic year. Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write short essays and participate in role plays, debates, and conversations throughout the year.

Second Semester. Hampshire College

Asian 233s. Second-Year Arabic II

This yearlong course continues the study of Modern Standard Arabic. The course concentrates on all four skills: speaking, listening, reading, writing. Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write short essays and participate in role plays, debates and conversations throughout the year. (4 credits)

Second semester. Mount Holyoke College

Abdelkader Berrahmoun, Five College Teaching Fellow in Arabic (at Smith College in the Five College Program).

Arabic 100Y. Elementary Arabic

This yearlong course introduces the basics of Modern Standard Arabic. The course concentrates on all four skills: speaking, listening, reading, writing. Beginning with a study of Arabic script and sound, students will complete the study of Elementary Arabic by the end of the academic year. Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write short essays and participate in role plays, debates and conversations throughout the year.

First Semester. Smith College

Arabic 301. Third-Year Arabic I

This yearlong course continues the study of Modern Standard Arabic. The course concentrates on all four skills: reading, writing, speaking, listening. Students will read and discuss authentic texts by writers throughout the Arab world. Topics address a variety of

political, social, religious and literary themes and represent a range of genres, styles and periods.

First Semester. Amherst College

Arabic 100Y. Elementary Arabic

This yearlong course introduces the basics of Modern Standard Arabic. The course concentrates on all four skills: speaking, listening, reading, writing. Beginning with a study of Arabic script and sound, students will complete the study of Elementary Arabic by the end of the academic year. Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write short essays and participate in role plays, debates and conversations throughout the year.

Second Semester. Smith College

Arabic 302. Third-Year Arabic II

This yearlong course continues the study of Modern Standard Arabic. The course concentrates on all four skills: reading, writing, speaking, listening. Students will read and discuss authentic texts by writers throughout the Arab world. Topics address a variety of political, social, religious, and literary themes and represent a range of genres, styles and periods.

Second Semester. Amherst College

Mohamed Hassan, Senior Lecturer in Arabic (at Amherst College in the Five College Program) and Director of the Five College Arabic Language Program.

Arabic 101. First-Year Arabic I

This yearlong course introduces the basics of Modern Standard Arabic. The course concentrates on all four skills: speaking, listening, reading, writing. Beginning with a study of Arabic script and sound, students will complete the study of Elementary Arabic by the end of the academic year. Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write short essays and participate in role plays, debates and conversations throughout the year.

First Semester. Amherst College

Arabic 201. Second-Year Arabic I

This yearlong course continues the study of Modern Standard Arabic. The course concentrates on all four skills: speaking, listening, reading, writing. Students

will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write short essays and participate in role plays, debates and conversations throughout the year.

First semester. Amherst College

Arabic 102. First-Year Arabic II

This yearlong course introduces the basics of Modern Standard Arabic. The course concentrates on all four skills: speaking, listening, reading, writing. Beginning with a study of Arabic script and sound, students will complete the study of Elementary Arabic by the end of the academic year. Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write short essays and participate in role plays, debates and conversations throughout the year.

Second Semester. Amherst College

Arabic 202. Second-Year Arabic II

This yearlong course continues the study of Modern Standard Arabic. The course concentrates on all four skills: speaking, listening, reading, writing. Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write short essays and participate in role plays, debates and conversations throughout the year.

Second semester. Amherst College

Nabla Khalil, Five College Lecturer in Arabic (at the University of Massachusetts in the Five College Program).

TBA. Elementary Arabic

This yearlong course introduces the basics of Modern Standard Arabic. The course concentrates on all four skills: speaking, listening, reading, writing. Beginning with a study of Arabic script and sound, students will complete the study of Elementary Arabic by the end of the academic year. Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write short essays and participate in role plays, debates and conversations throughout the year.

First Semester. University of Massachusetts

Arabic 200. Intermediate Arabic I

This yearlong course continues the study of Modern Standard Arabic. The course concentrates on all four skills: speaking, listening, reading, writing. Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write short essays and participate in role plays, debates and conversations throughout the year.

First semester. Smith College

TBA. Elementary Arabic

This yearlong course introduces the basics of Modern Standard Arabic. The course concentrates on all four skills: speaking, listening, reading, writing. Beginning with a study of Arabic script and sound, students will complete the study of Elementary Arabic by the end of the academic year. Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write short essays and participate in role plays, debates and conversations throughout the year.

Second Semester. University of Massachusetts

Asian 201. Intermediate Arabic II

This yearlong course continues the study of Modern Standard Arabic. The course concentrates on all four skills: speaking, listening, reading, writing. Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write short essays and participate in role plays, debates and conversations throughout the year.

Second semester. Smith College

Archeology

Elizabeth Klarich, Assistant Professor of Anthropology (at Smith College in the Five College Program).

Anthropology 135. Introduction to Archaeology

The study of past cultures and societies through their material remains. How archaeologists use different field methods, analytical techniques, and theoretical approaches to investigate, reconstruct and learn from the past. Data from settlement surveys, site excavations, and artifact analysis are used to address economic, social,

political, and ideological questions across time and space. Course taught from an anthropological perspective, exploring key transitions in human prehistory, including the origins of food production, social inequality and state-level societies across the globe. Relevance of archaeological practice in modern political, economic and social contexts is explored. Limited to first years and sophomores. Enrollment limited to 30.

First Semester. Smith College

Anthropology 216-01. Archaeology of Food

This course explores the study of ancient foodways with a focus on how and why humans across the globe began to domesticate plant and animal resources approximately 10,000 years ago. The first half of the course presents the types of archaeological data and analytical methods used to study the "agricultural revolution" in a variety of regions. The second half explores a number of themes within the archaeology of food that investigate the relationship between agriculture and sedentism, food and gender, the politics of feasting, and methods for integrating archaeological and ethnographic approaches to the study of food.

First Semester. Mount Holyoke College

Anthropology 2xx. Archaeological Method, Theory and Practice

The theoretical foundations of archaeological research, variety of methods available to analyze material culture, interpretation of results, and ethical considerations of practicing archaeology in the United States and abroad. Course provides students with a solid foundation for evaluating and contextualizing current methodological and theoretical trends within archaeology. Case studies illustrate the diversity of archaeological thought, interdisciplinary approaches to studying material culture, and innovative directions in the field of anthropological archaeology. The roles and responsibilities of archaeologists in heritage management, museum development and community outreach. Anthropology 130 and 135 recommended, but not required.

Second Semester. Smith College

Anthropology 220. Collecting the Past: Art and Artifacts of the Ancient Americas

Early European explorers, modern travelers, collectors, curators and archaeologists have contributed to the development of ancient Latin American collections in museums across the globe. This course traces the his-

tory of these collecting practices and uses recent case studies to demonstrate how museums negotiate—successfully and unsuccessfully—the competing interests of scholars, donors, local communities and international law. Students will learn how archaeologists study a variety of artifact types within museum collections and will have the opportunity to conduct independent research projects using pre-Columbian pottery and textile collections from the Mead Museum at Amherst College. Limited to 18 students.

Second Semester. Amherst College

Architectural Studies

Thom Long, Assistant Professor of Architecture and Design (at Hampshire College in the Five College Program).

HACU 291. Riverscaping: Design, Collaboration and Practice Hampshire College

The fall of 2011 marks the launch of the riverscaping design/build competition. In conjunction with this event, this course invites students to participate in research and architectural design in both a classroom and office environment. The riverscaping design competition requires partnerships between students and professionals, and this studio design course facilitates this exchange. Students participating in this course will team up with local artists and architectural practitioners working both in and out of their offices/studios to complete the challenges of the project and the submission requirements of the competition. In this course, students will work with their team to develop their own individual design projects, identifying their own approach to the riverscaping project and organizing the final design panels for submission. Students will be required to meet once per week in class to discuss readings, progress and experiences within the different practicing environments. This course requires substantial out-of-class studio work and commitments to a rigorous schedule of production. This course is open to all Five College students, but requires that all students have completed at least one architectural design studio prior to the start of this course. Instructor permission required—contact Thom Long at tlong@hampshire.edu for details.

First Semester. Hampshire College

HACU 138T. Architecture, Art and Environment: Riverscaping

The river is connection and separation. It is passage and obstacle. It is community and battlefield. It is

music and noise. It is art and function. It is local and global. It defines our past and will define our future. In this tutorial course, students will explore the role of the river as a medium that binds together multiple histories, sciences, theories, arts, practices and communities. While highly interdisciplinary in nature, this course will focus on the relationships between art, people and the environment. In this course, students will participate in research projects, readings, short papers, design experiments and small art projects. Our objective is to use the river as a muse to explore the interconnectedness of communities and cultures, in both historical and contemporary (technology-driven) frames. The content and focus of this course is driven by the framework of the ongoing Five College Riverscapes project (riverscapes.org). Students working on this project will collaborate often with upper-level students in another Riverscapes course. These learning exchanges will encourage skill sharing, participatory learning, creative intellectual exchange and future academic collaboration.

First Semester. Hampshire College

Arch 205. Sculpting Space

This studio course will be a design investigation of a particular theme in or approach to architecture and the built environment. Students will develop and apply traditional and contemporary architectural skills (sketches, plans, elevations, models, computer diagramming, and various modes of digital representation) to interdisciplinary and socially pertinent design problems. Creative and indexical study and analysis will be used to generate and foster a broad range of concepts and language to solve architectural issues involving site, construction, inhabitation, function, form and space. Our goal is to apply creative techniques in art and sculpture to the creation of meaningful space.

First Semester. Mount Holyoke College

European Studies 216 /Art 216. Digital Constructions: Intermediate Architectural Design

In this intermediate architectural design studio we will explore the intellectual and creative process of making and representing architectural space. The focus will be to explore the boundaries of architecture—physically and theoretically, historically and presently—through digital media. Our process will prompt us to dissect 20th-century European architectures and urban spaces and to explore their relationships to contemporary,

global issues. The capstone of the course will be a significant design project (TBD) requiring rigorous studio practices, resulting in plans, sections, elevations and digital models. This course will introduce students to various digital diagramming, drawing and modeling software, while challenging students to question the theoretical and practical implications of these interdisciplinary media processes. This course will combine lectures, reading, discussion and extensive studio design. Requisite: ARHA 111. Admission with consent of the instructor. Limited to 10 students.

Second Semester. Amherst College

HACU 307. Advanced Design plus Media Lab: Art, Architecture and Environment

This course is open to second year Division II and Division III students and Five College seniors completing or anticipating advanced architectural or other design studio projects. The Advanced Design plus Media Lab course provides a structured and critical creative environment for students to explore, experiment and design in both an individual and collaborative studio setting. In this course, students will develop their own individual design projects, identifying their own approach, scope and thesis, then executing their creative acts throughout the semester. As a concentrator's course, students will be expected to engage in both the creative challenges presented by the course while working on their own independent semester-long projects. This course is highly interdisciplinary in nature, yet designed for students developing projects in physical arts, graphic design, interactive design, industrial design, environmental design, architecture and urban planning. This course will be marked by an intense reading and discussion period, followed by both writing and design production on topics both culled from our readings and individual student projects. This course requires substantial out-of-class studio work and commitments to a rigorous schedule of production, culminating in a collective exhibition at the end of the semester. Students must have an individual project in mind or in progress at the start of the term. For non-Hampshire students, students should have an established work methodology and taken several studios in art or architectural design. Instructor permission required—Priority for acceptance will be given to upper-level students; Contact Thom Long at tlong@hampshire.edu for details.

Second Semester. Hampshire College

Art and Technology

John Slepian, Assistant Professor of Art and Technology (at Hampshire [home campus] and Smith Colleges in the Five College Program).

IA 338. Art, Nature, Technology

The discourses of art, nature and technology have been intertwined for centuries, but as technology becomes more sophisticated, it is possible for artworks to go beyond just representing nature, and to begin to simulate it or engage it directly. This course will explore the ways that art can employ both the ideas and tools encountered in areas of research like artificial life, the simulation of complex systems, remote environmental sensing, biomimicry and green technology. Students will complete a series of conceptually based art projects culminating in a final project of their own devising. Projects will be contextualized by looking at the work of artists working with nature, from the earth art of the 1960s to contemporary work such as Ken Goldberg's Telegarden. There will be series of readings on topics like the social construction of nature.

First semester. Hampshire College

ARS 162. Introduction to Digital Media

An introduction to visual experience through a study of basic principles of design. All course work will be developed and completed using the functions of a computer graphics work station. Enrollment limited to 14.

First semester. Smith College

IA 241. Digital Art: Multimedia, Malleability and Interactivity

Proceeding from the premise that the ideas behind a successful artwork should be intimately related to its materials, this course will investigate three of the most significant characteristics of digital media. We will work with a wide variety of tools that allow for the creation and manipulation of various media, including bitmap and vector images, 2D animation and sound. Students will create a series of conceptually based digital artworks, culminating in an interactive multimedia final project. Readings will include essays by diverse authors such as Richard Wagner, Walter Benjamin, Norbert Wiener and Nam June Paik.

Second semester. Hampshire College

ARS 361. Interactive Digital Multimedia

This course emphasizes individual projects and one collaborative project in computer-based interactive Multimedia production. Participants will extend their individual experimentation with time-based processes and development of media production skills (3D animation, video and audio production) developed in the context of interactive multimedia production for performance, installation, CD-ROM or Internet. Critical examination and discussion of contemporary examples of new media art will augment this course. Prerequisites: ARS 162 and permission of the instructor. Enrollment limited to 14.

Second semester. Smith College

Asian/Pacific/American Studies

Richard Chu, Associate Professor of History (at the University of Massachusetts in the Five College Program).

History 247. "Empire," "Race," and the Philippines: Indigenous Peoples vs. the Spanish, U.S. and Japanese Imperial Projects

Is the United States an "empire"? Today, U.S. political, military, and economic involvement in many parts of the world like the Middle East makes this an urgent and important question. This course addresses the issue of American imperial power by examining the history of U.S. colonization of the Philippines, during the first half of the 20th-century, and by comparing it with that of two other imperial powers—Spain and Japan. Themes to be discussed include imperialism, colonialism, religion, ethnicity, gender, orientalism, nationalism, post-colonialism, neo-colonialism, crony capitalism, globalization and militarism

First Semester. University of Massachusetts

History 231f. Chinese Diasporic Communities in the World: Race, Empire and Transnationalism

This course examines the experiences of Chinese diasporic communities in Southeast Asia, the United States, and the Caribbean within the historical context of empire-building, colonization, war, transnationalism and globalization. The period covered spans from the 1600s to the present, and focus will be given to how dominant groups attempt to localize and discipline Chinese diasporic subjects and how the latter negotiate, manipulate and challenge such efforts. Themes include racism, transnationalism, ethnicity, gender, class, empire and nationalism.

First Semester. Mount Holyoke

History 253. Asian-Pacific American History

This is an introductory survey course in the history of Asian-Pacific-Americans within the broader historical context of U.S. imperialism in the Asia-Pacific region. We will compare and contrast the historical experiences of specific groups of the A/P/A community; namely, those of Chinese, Filipino, Japanese, Korean, Southeast Asian (Vietnamese, Cambodian and Hmong), Asian Indian and Pacific Islander descent. The objective of the course is to provide the students with a fundamental understanding of A/P/A history that is inextricably linked to the goal of the United States to establish military, economic, and cultural hegemony in the world as seen through its colonial and neo-colonial policies both in the U.S. and the Asia-Pacific region. Thematically, the course will focus on imperialism, migration, race and racism, class, gender, sexuality, immigration, colonialism, post-colonialism, nationalism, ethnicity, globalization and transnationalism. Discussions will emphasize the complexity and diversity, as well as the commonalities, of certain groups of A/P/A community affected by American imperialism.

Second Semester. University of Massachusetts

History 249. Asian-Pacific American History

This course is an introductory survey course in the history of Asian-Pacific-Americans within the broader historical context of U.S. imperialism in the Asia-Pacific region. We will compare and contrast the historical experiences of specific groups of the A/P/A community; namely, those of Chinese, Filipino, Japanese, Korean, Southeast Asian (Vietnamese, Cambodian and Hmong), Asian Indian and Pacific Islander descent. The objective of the course is to provide the students with a fundamental understanding of A/P/A history that is inextricably linked to the goal of the United States to establish military, economic, and cultural hegemony in the world as seen through its colonial and neo-colonial policies both in the U.S. and the Asia-Pacific region. Thematically, the course will focus on imperialism, migration, race and racism, class, gender, sexuality, immigration, colonialism, post-colonialism, nationalism, ethnicity, globalization and transnationalism. Discussions will emphasize the complexity and diversity, as well as the commonalities, of certain groups of A/P/A community affected by American imperialism.

Second Semester. Amherst College

Sujani Reddy: Assistant Professor of American Studies (at Amherst College in the Five College Program) will be on leave in 2011–12.

Dance

Constance Valis Hill: Professor of Dance (at Hampshire College in the Five College Program).

HACU 270. Fleeting Images: Choreography on Film

From silent slapstick comedy and grandiose musicals to martial arts action films and music television videos, the dancing body has riveted the camera's eye since the creation of moving pictures at the turn of the 20th century. This course examines the centrality of dance in the motion picture, and at the same time shows how the medium of film has transformed the physics of dance (time, space, energy) into fantastical visual dimensions. We will focus on works that have most successfully produced a true synthesis of the two mediums, negotiating between the spatial freedom of film and the time-space-energy fields of dance; the cinematic techniques of camera-cutting-collage and the vibrant continuity of the moving body. As we analyze the kinetic images that are choreographies of body and camera (discerning how each move is rhythmically paced, shot, edited and scored; and the roles of the choreographer, director, editor in shaping and controlling the moving image), we hope to enlarge the concept of so-called screen dance and gain an understanding of how dance functions to maintain and assert cultural and social identities. Putting into theory to practice, we will form small group collaborations to create an original study in choreography for the camera. Students will engage in all aspects of production, from concept, choreography and performance to direction, lighting, sound and editing.

First Semester. Hampshire College

Dance 377. Advanced Study: 20th-Century American Dance—Sixties Vanguard to Nineties Hip-Hop

This survey of 20th-century American dance moves from the sixties—a decade of revolt and redefinition in American modern dance that provoked new ideas about dance, the dancer's body and a radically changed dance aesthetic—to the radical postmodernism of the nineties when the body continued to be the site for debates about the nature of gender, ethnicity and sexuality. We will investigate how the political and social environment, particularly the Civil Rights/Black

Power Movement, Anti-War/Student Movement and the Women's Movement, with its proliferation of feminist performance works, informed the work of succeeding generations of dance artists and yielded new theories about the relationship between cultural forms and the construction of identities.

While individual artists pursued radically different methods, materials and strategies for provoking new ideas about dance, body and corporeal aesthetics, altogether, they instigated new frames and viewing positions from which to understand how dance communicates; and inspired a fresh new group of self-conscious and socially-conscious dance artists/activists who insisted on speaking directly to their own generation.
First Semester. Mount Holyoke College

HACU 240. Jazz Modernism

Embellishing upon Ralph Ellison's astute remark that much in American life is "jazz shaped," this course presents a multidisciplinary introduction to the study of jazz and its inflection of American expressive culture. We will learn as much about jazz as an American vernacular musical form with a distinct African heritage as how the music made its cross-disciplinary mark in the literary, visual and performing arts, becoming the motive and method for shaping a distinctly modernist aesthetic. As we examine the relationship between jazz music and dance, we will look not only at corporeal embodiments of the Blues, Swing, Bebop and Rhythm-and-Blues, but how jazz rhythm, improvisation, call-and-response patterning and elements of swing altered the line, attack, speed, weight and phrasing of contemporary dance forms. We will apply this inflective model to artistic expressions across the disciplines as we consider jazz as the master trope of the 20th century, the definitive sound and shape of America.
Second Semester. Hampshire College

Dance 171. 20th-Century American Dance

From the light-transforming dances of La Loie and the barefoot dances of Isadora to the graceful cakewalking of Ada Overton and George Walker, bending over backward until their heads almost touched the floor; from the zealous modernists to the irreverent postmodernists; from ballroom, boogie and shim-sham-shimmy to jazz tap, bebop and hip-hop: this survey of 20th-century American dance looks at all the steps, styles and genres, the classical and cultural traditions that shaped American vernacular dance forms. Viewing cultural history through the lens of movement and performance, we

will ask: What are the particular social and cultural traditions that shaped images of American dance performance, as we trace our own roots as dance artists within the 20th- and 21st-century continuum?
Second Semester. University of Massachusetts

English

Jane Degenhardt, Associate Professor of English (at the University of Massachusetts in the Five College Program).

English 300. Encountering Islam in Medieval and Renaissance Literature

This course provides an introduction to some of the most popular texts of the medieval and Renaissance periods in England by focusing on stories of Christian-Muslim encounter. These stories of interfaith conflict and union offer an important prehistory to the highly-charged relations between Christians and Muslims today. Such interfaith encounters lay at the center of numerous early modern texts, generating a wide variety of stories about love, warfare, friendship and conversion. We will place these stories in their proper historical contexts, learning about the history of the Crusades as well as about the rise of English commerce with the Ottoman empire. How did literature contribute to the formations of religious, national and racial identity? We will consider the interrelations between literary form and cultural history, as well as the significance of genre in shaping stories of Christian-Muslim encounter. Texts include poetry, prose and drama by such authors as Geoffrey Chaucer, John Mandeville, Geoffrey of Monmouth, Edmund Spenser, William Shakespeare, Christopher Marlowe, Mary Wortley Montagu and others.

First Semester. Amherst College

English 891JK. Religion, Magic and the Shakespearean Stage

Religious rituals, black magic and theatrical entertainment were linked by controversy in Shakespeare's England: were they potent acts or empty performances? How did they seduce and endanger unwitting audiences? Foregrounding the plays of Shakespeare and his contemporaries, we will explore the intersecting cultural histories of religious persecution, witchcraft trials, and movements to close down the theaters. We will consider how England's religious culture was destabilized not only by the Protestant Reformation but also

by global trade and travel, which increasingly exposed the English to Islam, Judaism and other religions of the world. To what extent did audiences believe in the power of Othello's witchcraft, Prospero's conjuring or Paulina's miraculous resurrection? Why was theatrical enactment considered so dangerous? Our focus will extend beyond the interpretation of simple representational allusions to grapple with the particular semiotics of theatrical performance. Readings will include a balance of plays and critical/theoretical writings.
First Semester. University of Massachusetts

Mount Holyoke: English 317. Studies in Renaissance Literature: Religion, Magic and the Shakespearean Stage

Religious rituals, black magic and theatrical entertainment were linked by controversy in Shakespeare's England: were they potent acts or empty performances? How did they seduce and endanger unwitting audiences? Foregrounding the plays of Shakespeare and his contemporaries, we will explore the intersecting cultural histories of religious persecution, witchcraft trials and movements to close down the theaters. We will consider how England's religious culture was destabilized not only by the Protestant Reformation but also by global trade and travel, which increasingly exposed the English to Islam, Judaism and other religions of the world. To what extent did audiences believe in the power of Othello's witchcraft, Prospero's conjuring or Paulina's miraculous resurrection? Why was theatrical enactment considered so dangerous? Our focus will extend beyond the interpretation of simple representational allusions to grapple with the particular semiotics of theatrical performance. Plays may include *The Winter's Tale*, *Othello*, *The Merchant of Venice*, *Pericles*, *The Renegado*, *The Witch of Edmonton*, *Dr. Faustus* and others.

Second Semester. Mount Holyoke College

English 221. Shakespeare Lecture

This course offers a broad survey of Shakespeare's canon, including a sampling of comedies, tragedies, histories and romances. We'll unlock the mysteries of Shakespeare's plays by focusing on the beauty of their language, the cultural norms that they challenge, and the realities of theater and performance in Renaissance England. Why do we read Shakespeare? Why do his plays continue to resonate today? Under what conditions were his plays written and performed? Through careful reading and discussion, we will explore what

makes Shakespeare's plays so powerful, both for Renaissance audiences and for modern-day ones. Special attention will be given to Shakespeare's exploration of cultural outcasts, his playful manipulations of gender and sexuality, and his often unsettling moral messages. Two essays, an oral presentation, a mid-term and a final exam. Attendance at lecture and consistent participation in discussion sections required.
Second Semester. University of Massachusetts

Film/Video

Baba Hillman. Associate Professor of Video/Film Production (at Hampshire College in the Five College Program).

HACU 287. Film/Video: Directing and Performance

This is an advanced practice/theory course for Div II and Div III video and film students interested in developing and strengthening the element of performance in their work. How does performance for the camera differ from performance for the stage? How do we find a physical language and a camera language that expand upon one another in a way that liberates the imagination? This course will explore performance and directing in their most diverse possibilities, in a context specific to film and videomakers. The class will emphasize the development of individual approaches to relationships between performance, text, sound and image. We will discuss visual and verbal gesture, dialogue and voice-over, variations of approach with actors and non-actors, narration and voice-over, camera movement and rhythm within the shot, and the structuring of performance in short and long form works. Screenings and readings will introduce students to a wide range of approaches to directing and performance. We will study works by Tala Hadid, Charles Burnett, Eija-Liisa Ahtila, Claire Denis, Anri Sala, Nagisa Oshima, Wong Kar Wai, Pedro Almodovar, the Wooster Group and Apichatpong Weerasethakul among others. Students will complete three projects. Instructor permission required.

First Semester. Hampshire College

Communications 497J. Advanced Video Production: Directing and Performance for Film and Video

This is an intermediate-level production/theory course for video and film students interested in developing and strengthening the element of performance in their work. The class will emphasize the development of individual approaches to relationships between perfor-

mance, text, sound and image. We will discuss visual and verbal gesture, dialogue and voice-over, variations of approach with actors and non-actors, narration and voice-over, camera movement and rhythm within the shot, and the structuring of performance in short and long form works. Screenings and readings will introduce students to a wide range of approaches to directing and performance. We will study works by Fanta Regina Nacro, Nagisa Oshima, Marina Abramovic, Abdellatif Kechiche, Yamina Benguigui and Apichatpong Weerasethakul among others. Students will complete three projects and will participate in workshops on lighting, editing and cinematography. Instructor permission required.

First Semester. University of Massachusetts

HACU 292. Cinematography and the City: The Politics of Landscape and the Body

This film production/theory course will address cinematic representations of the body in relation to the architecture and space of cities including Hong Kong, Buenos Aires, Algiers, Los Angeles, Havana and Paris. We will consider the determining roles of the body and the camera within films that center on the performance of shifts in cultural identities, emphasizing the body as the primary site of negotiation of identity. We will question how cinematic languages function as aesthetic systems that reflect the ways in which the body is coded in terms of gender, race and class. Screenings include works by Tsai Ming-liang, Charles Burnett, Claire Denis, Wong Kar Wai, Tala Hadid, Jia Zhangke, Jean Vigo and Tomas Gutierrez Alea among others. The course will include workshops in cinematography and performance. Students will complete three projects. Instructor permission required.

Second Semester. Hampshire College

English 287/Film and Media Studies 228. Introduction to Media: Super 8 Film and Digital Video

This course will introduce students to basic Super 8 film and digital video techniques. The course will include workshops in shooting for film and video, Super 8 film editing, Final Cut Pro video editing, lighting, stop motion animation, sound recording and mixing. Students will learn to think about and look critically at the moving and still image. Students will complete three moving image projects, including one Super 8 film, one video project and one mixed media project. Weekly screenings will introduce students to a wide

range of approaches to editing, writing, and directing in experimental, documentary, narrative and hybrid cinematic forms. Screenings include works by Martha Rosler, Bill Viola, the Yes Men, Jennifer Reeves, Mona Hatoum, Guillermo Gomez-Pena, Dziga Vertov, D.A. Pennebaker, Jean-Pierre Gorin, Cecile Fontaine and Johanna Vaude. Priority given to FAMS majors.

Second Semester. Amherst College

Bernadine Mellis, Visiting Artist in Film Studies (at Mount Holyoke College in the Five College Program).

Film Studies 210. Beginning Video Production: The Personal and the Political in Documentary

In this introductory video production course we will study and make documentaries that highlight connections between the private and the public, the local and the global, the personal and the political. We may use our own stories as a jumping off point to explore larger historical, economic, environmental or social forces. Conversely, we might begin by looking at events on the world map and then trace a path back to our own coordinates. Through screenings, readings and discussion, as well as video projects, students will develop their own points of view while learning the vocabulary of moving images and gaining production and post-production technical training. Prerequisite: Introduction to Film Studies. Application and permission of instructor required. Enrollment limited to 12.

First Semester. Mount Holyoke College

Film Studies 280. Experimental Documentary: Beginning Video Production

In this course, we'll radically rethink what it means to use film to tell the truth, bear witness or represent reality. We'll explore work that challenges conventions while still locating itself (if uneasily) under the umbrella of documentary. Through screenings, readings and our own video projects, we will investigate various critical interventions into the form. We will look at the diary film, performative documentary, reworked archival imagery, the essay film, ambient video, multimedia, hybrid forms, queered texts and more. As an introduction to video production, the course will provide a foundation in the principles, techniques and equipment involved in making short videos. Prerequisite: Introduction to Film Studies. Application and permission of instructor required. Enrollment limited to 12.

First Semester. Smith College

Film Studies 310. Advanced Documentary Production Workshop

In this class, we will take skills and insights gained in introductory production courses and develop them over the length of the semester through the creation of one short documentary project, 10 minutes long. We will explore the ethical questions and ambivalences inherent in this medium, seeking complex answers to difficult questions about representation and the often blurry lines between fiction and nonfiction. We will watch documentaries each week, films that introduce us to new ideas and information both in their content and in their form. Come with your idea; we will hit the ground running with proposal writing the first week. Prerequisite: Beginning Video Production or its equivalent. Application and permission of instructor required. Enrollment limited to 12.

Second semester. Mount Holyoke College

Film Studies 282. Advanced Documentary Production Workshop

In this class, we will take skills and insights gained in introductory production courses and develop them over the length of the semester through the creation of one short documentary project, 10 minutes long. We will explore the ethical questions and ambivalences inherent in this medium, seeking complex answers to difficult questions about representation and the often blurry lines between fiction and nonfiction. We will watch documentaries each week, films that introduce us to new ideas and information both in their content and in their form. Come with your idea; we will hit the ground running with proposal writing the first week. Prerequisite: Beginning Video Production or its equivalent. Application and permission of instructor required. Enrollment limited to 10.

Second semester. Smith College

Geosciences

J. Michael Rhodes, Professor of Geochemistry (at the University of Massachusetts in the Five College Program).

Geo 105. Dynamic Earth

The earth is a dynamic planet, constantly creating oceans and mountain ranges, accompanied by earthquakes and volcanic eruptions. This course explores the scientific ideas that led to the scientific revolution of plate tectonics; how plate tectonics provides a comprehensive theory explaining how and why volcanoes and

earthquakes occur; and the hazards that they produce and their impact on humans. Emphasis is placed on current earthquake and volcanic events, as well as on momentous events from the past, such as the San Francisco earthquake of 1906, the A.D. 79 eruption of Vesuvius that destroyed Pompeii, and the more recent eruptions of Mount St. Helens (Washington), Pinatubo (Philippines) and Kilauea (Hawaii).

First semester. University of Massachusetts

Geo 591V. Volcanology

A systematic discussion of volcanic phenomena, including types of eruptions, generation and emplacement of magmas, products of volcanism, volcanic impact on humans, and the monitoring and forecasting of volcanic events. Case studies of individual volcanoes illustrate principles of volcanology, with particular emphasis on Hawaiian, ocean-floor and Cascade volcanism.

Each week deals with a particular topic in volcanism and includes a lecture, readings from the textbook and class presentations. For the class presentation, each student is required to select and read a paper from an appropriate journal, and come to class prepared to discuss the paper.

Honors students will "adopt" a currently active volcano. They will report, on a regular basis, to the class what their volcano is doing during the semester, and prepare a final term report on their adopted volcano.

Second Semester. University of Massachusetts

History

Nadya Sbaiti, Assistant Professor of Middle Eastern History (at Smith [home campus] and Mount Holyoke colleges in the Five College Program).

History 307. Problems in Middle Eastern History

This seminar will trace the history of relations between the regions now known as the United States and the Arab world, from approximately the 17th century to the present. Reading both primary and secondary sources, we will cover the impact of policies towards Native Americans on the initial missionary projects to the Near East. We will further explore Arab and American perspectives on one another through travel, the impact of the 19th century American missionaries on education and social relations, and explore the effects of the "Wilsonian moment" in the Middle East. How did Arab immigrants to the U.S. become "white"? What roles did gender, race and religion play throughout these peri-

ods? We will consider how the discovery of oil, and Cold War and global geopolitics altered the dynamics between the U.S. and the Arab world. In that vein, we will interrogate several frameworks, including what have been termed American Orientalism and political Islam, and end with an examination of post-9/11 relations.

First Semester. Smith College

History 108. Middle East History From the Rise of Islam to the Ottoman Empire

Survey of principal economic, social, cultural and political features of the Middle East and North Africa from late sixth through 17th centuries. Topics include: rise of the new monotheistic faith of Islam; the formation and evolution of classical and medieval Muslim institutions; local diversities within the unifying systems of Muslim beliefs, law and administration; Muslim reactions to the Crusades and the Mongol invasions; the emergence of Islamic imperial systems; and material and intellectual exchanges and interactions between Muslim and non-Muslim communities and polities.

First Semester. Mount Holyoke College

History 208. Making of the Modern Middle East

Survey of the factors shaping principal political, economic and social life in the Middle East and North Africa from the eighteenth through the twentieth centuries. Examines multiplicity of societies, customs and traditions; British, French and U.S. imperialism; the creation of modern states; development of nationalist, socialist and Islamist ideologies; the emergence and impact of Zionism; the Islamic revolution in Iran; the Gulf wars and the geopolitics of oil. Throughout, special attention devoted to the changes affecting the lives of individuals and social groups like women, workers and peasants.

Second Semester. Smith College

History 211. Education in Middle Eastern History

This course examines the history of education in the Middle East during the modern period, or from the late 18th century to the present. It traces the shift from Islamic education to missionary and colonial educational institutions and content to the rise of nationalist systems of pedagogy. Education is arguably the most formative aspect of a literate person's life and has been perceived and used as an index of one's "enlightenment," the "modernity" of a society or nation, a harbinger of "freedom," and as a vehicle for inculcating ideology. But what, really, does it mean

to be educated? How did that change over time? What impact did the shift from an oral to written tradition have on the different societies? How is the definition of education related to notions of upbringing, knowledge and culture? We will examine how competing notions of "modern" education influenced the rise of "secular," Islamist, and western-oriented pedagogies, the role of the intellectual, the social, political, and cultural capital of language, and the significance of education in the formation of the contemporary Middle East.

The weeks are divided in a "chrono-thematic" manner, meaning that we will progress more or less in chronological fashion while attempting to cover the most important themes of each era. There will of course be some overlap, and students will be asked to consider the implications of this overlap in analyzing the significance of education during this period. Readings will cover various cities and countries within the Middle East, as well as North Africa, with occasional selections from outside the region for comparative purposes. Theoretical readings are divided as needed through the weeks and should be used as a "roadmap" with which to think about the material. Students will also be asked to reflect upon their educational backgrounds and experiences and investigate their own epistemological underpinnings.

Second Semester. Mount Holyoke College

Teresa Shawcross, Assistant Professor of History (at Amherst [home campus] and Mount Holyoke colleges in the Five College Program).

History 121. Medieval Europe: From Charlemagne to Columbus

The period from the rise of the Holy Roman Empire to the discovery of the New World has been rightly described as the "making of Europe." This course explores aspects of medieval institutions, society and culture from the Mediterranean to Scandinavia and beyond, looking at royal and aristocratic authority, the power of the papacy, and the emergence of urban classes. Attention will be drawn to agrarian and commercial revolutions, to technological advances and revivals of intellectual activity, letters and the arts, but also to warfare and religious conflict. We will discover how people lived, how they viewed themselves, and how their perceptions of the world changed. Two class meetings per week.

First Semester. Amherst College

History 349. The Roman Empire in the Age of Justinian and Theodora

The Roman Empire underwent a dramatic transformation during the transition from antiquity to the middle ages. It was an era of great challenges and great achievements. The borders of the empire expanded as lost territories were reconquered. The legal code behind most modern legal systems was created. Some of the most impressive buildings of all-time were constructed. Yet foreign invasions and internal revolts caused upheavals, while the traditional fabric of society was threatened by plague. The Christianisation of the state led to the persecution of other faiths. This seminar aims to shed light on political, social and cultural history. We end by looking at the rise of a new power: Islam. Meets Humanities I-B requirement
First Semester. Mount Holyoke College

History 222. The Byzantine Empire

Based in Constantinople—ancient Byzantium and present-day Istanbul—the Eastern Roman, or Byzantine Empire, survived the collapse of the Western Roman Empire by over a millennium. This long-lived state on the crossroads of Europe and Asia was Roman in law, civil administration, and military tradition, but predominantly Greek in education and language, and Christian in religion. The course explores the changing face of medieval Byzantium as it turned itself into one of the greatest civilizations the world has known. We trace the empire's survival through the dramatic centuries of the Islamic conquests, Iconoclasm and the Crusades, until its final fall to the Ottoman Turks. Two class meetings per week.
Second Semester. Amherst College

History 217. The Crusades

The medieval Crusades were a strange mixture of romantic sensibility, religious inspiration and bloodthirsty xenophobia. How was it that Western Christendom was inspired to recover the Holy Land in 1099, coming face to face with two other great civilizations: Byzantium and Islam? What was the aftermath? Topics considered will include the exploration of violence in Eastern Europe, medieval pilgrimage to holy places and the idea of a "holy land," the structure and divisions within Islam, chivalric culture, and the idea of crusading martyrdom. Meets Humanities I-B requirement
Second Semester. Mount Holyoke College

International Relations

Michael T. Klare. Professor of Peace and World Security Studies (at Hampshire College in the Five College Program).

Critical Social Inquiry 209. The Rivals: U.S.—China Geopolitics in the 21st Century

This course will examine the impact of China's rise on international affairs generally and U.S.—Chinese relations in particular. It will focus especially on issues of contention in U.S.—Chinese relations: Taiwan, North Korea, Iran, energy competition, trade, the environment and so on. Students will be expected to select a particular problem for research in depth.
First Semester. Hampshire College

Government 250. Case Studies in International Relations

In fall 2011, the course will focus on the global politics of energy, food and water. The course will begin by considering the role of resource competition and resource scarcity in contemporary world affairs, and how these phenomena are likely to be affected by globalization, climate change, population growth, and the rise of new economic dynamos like China and India. It will then examine current trends regarding the global demand for and supply of energy, food and water. Students will be expected to choose a particular country or problem for intensive study
First Semester. Smith College

Critical Social Inquiry 254. War, Resources and Sustainability

This course will examine the relationship between resource competition, climate change and conflict in the modern world. The course will look at a variety of contemporary conflicts from around the world and attempt to determine the degree to which they are fueled by environmental and resource considerations. This will involve study of both existing conflicts, such as those now under way in Africa and the Middle East, and potential conflicts, such as that between the United States and China over access to energy and mineral supplies. The course will also consider the ways in which changes in consumption behavior and the development of energy alternatives can reduce the risk of conflict. Student will be expected to select a particular aspect of this topic or a case study for intensive research.
Second Semester. Hampshire College

Political Science 392. Global Energy Politics

An assessment of the energy policies of major producing and consuming nations at a time of increased competition for the world's remaining fossil fuels and growing pressure to embrace climate-friendly alternatives. The course looks in particular at the competing energy policies of the U.S., China, Russia, India and the EU nations. Each student will be expected to choose a particular country or issue for in-depth research and analysis.

Second Semester. University of Massachusetts

Jon Western, Associate Professor of International Relations (at Mount Holyoke College in the Five College Program).

International Relations 237. International Human Rights

This course provides an introduction to the basic concepts of, and issues in, international human rights. Prior to World War II, there was very little focus on the question of human rights within the international system and within the discipline of international relations. Since that time we have seen a significant expansion of human rights theory, practice and institutions. This course outlines the historical ideational and institutional developments of human rights. It exposes students to a range of theoretical propositions and empirical findings to understand the role (and limits) of human rights in the international system today.

First Semester. Mount Holyoke College

Political Science 351. International Security Policy

This course examines major theories of war and international cooperation and their relationship to current trends in globalization and global governance. We will explore today's major international security challenges such as proliferation, terrorism, insurgency, ethnic conflict, failing states, environmental degradation, resource scarcity, demographic stress and migration and global poverty. We will study the mechanisms and institutions designed to manage these threats and the challenges of integrating and coordinating multiple international actors such as international organizations, NGOs, states and domestic actors. We will also study the potential effects of structural changes in the international system with the rise of China and the new strategic positions of regional powers such as Turkey, Brazil, Russia and India.

First Semester. University of Massachusetts

International Relations 331. International Human Rights Advocacy

Second Semester. Mount Holyoke College

Government 341. U.S. Foreign Policy, Human Rights and Democracy.

Is the United States committed to promoting democracy and human rights abroad or just advancing its own strategic and domestic corporate interests? What influence does the U.S. have on the development of democracy around the world and on the emergence of—and compliance with—international human rights conventions, protocols and laws? This seminar begins with a historical overview of American democracy and human rights rhetoric and policies, and seeks to uncover the range of political, economic, cultural and geostrategic motivations underlying U.S. behavior. We will then examine American foreign policy responses to contemporary human rights and democracy issues as they relate to women, regional and civil violence, state-sponsored violence and repression, development, globalization, and environmental degradation and resource scarcity. Throughout the semester we will examine how these policies have influenced events in Latin America, East Asia, Eastern Europe and sub-Saharan and southern Africa.

Jon Western

Second Semester. Smith College

Italian

Elizabeth H. D. Mazzocco, Associate Professor of Italian and Director of the Five College Center for the Study of World Languages (at the University of Massachusetts in the Five College Program).

Italian 126H. Intensive Elementary Italian Honors

The course's goal is to provide students with the opportunity to gain functional fluency in Italian in one semester so that they can, in future semesters, integrate language into their major concentrations. In addition to mastering the traditional four skills (speaking, listening, reading, writing), students will simultaneously use the language as a bridge to Italy's culture, history and literature. Unlike the non-honors Italian 126, this course meets 5 times per week with the professor and an additional hour in small conversation groups with a native speaking fellow from the Università di Bologna-Forlì hosted by the UMass Italian program. Freshmen and Sophomore only.

First Semester. University of Massachusetts

Japanese

Fumiko Brown, Five College Lecturer in Japanese.

Japanese 101. Introduction to the Japanese Language

This course is designed for students who have never previously studied Japanese. The course will introduce the overall structure of Japanese, basic vocabulary, the two syllabaries of the phonetic system, and some characters (*Kanji*). The course will also introduce the notion of "cultural appropriateness for expressions," and will provide practice and evaluations for all four necessary skills—speaking, listening, reading and writing. Two group meetings and two individualized or small group practice sessions per week are normally required throughout the semester. Requisite: None.

First Semester: Amherst College

Japanese 103. Review and Progress in Japanese

This course is designed for students who have completed Japanese 102, already begun studying Japanese in high school, other schools, or at home before coming to Amherst, but have not finished learning basic Japanese structures, or acquired a substantial number of characters (*Kanji*). This course is also for individuals whose proficiency levels of the four skills (speaking, listening, reading and writing) are uneven to a noticeable degree. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Two group meetings and two individualized or small group practice sessions per week are normally required throughout the semester. Requisite: Some Japanese instruction at high school, home, other schools or Japanese 102.

First Semester: Amherst College

Asian Studies 395. Independent Study

This course helps students attain higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese. Prerequisite: Asian 223 or equivalent (see Ms. Nemoto for replacement); 4 credits

First Semester: Mount Holyoke College

Japanese 102. Building Survival Skills in Japanese

The course will emphasize active learning by each student in the class by means of the materials in the course and individualized or small group discussions

with the instructor. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. By the end of this course, students are expected to be familiar with most basic Japanese structures, to have acquired a substantial vocabulary, and to have gained sufficient speaking, listening, reading and writing proficiency levels, which will enable the students to survive using Japanese in Japan. As for literacy, some more new characters (*Kanji*) will be added by reading and writing longer passages. Two group meetings and two individualized or small group practice sessions per week are normally required throughout the semester. Requisite: Japanese 101 or equivalent.

Second Semester: Amherst College

Japanese 104. Beyond Basic Japanese

This course is a continuation of Japanese 101 or Japanese 103. The course will emphasize active learning from each student in the class by the use of the course materials and individual or small group discussions with the instructor. By the end of this course, students are expected to be able to use basic Japanese structures with a substantial vocabulary and to have attained post elementary speaking, listening, reading and writing proficiency levels. As for literacy, some more new characters (*Kanji*) will be added by reading and writing longer passages. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Two group meetings and two individualized or small group practice sessions per week are normally required throughout the semester. Requisite: Japanese 101, 103 or equivalent.

Second Semester: Amherst College

Asian Studies 326s. Third-Year Japanese II

This course continues Asian Studies 324, Third-Year Japanese I. Emphasizes attaining a higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese. Meets Language requirement; does not meet a distribution requirement. Prerequisite: Asian 324 or equivalent ; 4 credits; enrollment limited to 15.

Second Semester: Mount Holyoke

Korean

Suk Massey, Five College Lecturer in Korean.

Asian Studies 160. First-Year Korean I

An introduction to spoken and written Korean. Emphasis on oral proficiency with the acquisition of basic grammar, reading and writing skills. This course is designed for students with little or no background in Korean. 4 credits

First Semester. Mount Holyoke College

Korean 101. Korean I

An introduction to spoken and written Korean. Emphasis on oral proficiency with the acquisition of basic grammar, reading and writing skills. This course is designed for students with little or no background in Korean. 4 credits

First Semester. Smith College

Korean 201. Korean II

This course places equal emphasis on oral/aural proficiency, grammar and reading and writing skills. Various aspects of Korean society and culture are presented with weekly visual materials. Prerequisite: 102 or permission of the instructor. 4 credits

First Semester. Smith College

Korean 161s. First-Year Korean II

A continuation of 160f. Prerequisite: 160f or permission of the instructor. Enrollment limited to 15. 4 credits

Second Semester. Mount Holyoke College

Korean 102. Korean I

A continuation of 101. Prerequisite: 101 or permission of the instructor. Enrollment limited to 15. 4 credits

Second Semester. Smith College

Music

Bode Omojola, Assistant Professor of Ethnomusicology (at Mount Holyoke College in the Five College Program).

Music 229. African Popular Music

This course focuses on 20th-century African popular music; it examines musical genres from different parts of the continent, investigating their relationships to the historical, political and social dynamics of their respective national and regional origins. Regional examples like *highlife*, *soukous* and *mbaqanga* will provide the basis for assessing the significance of popular music as a creative response to the colonial and postcolonial environment in Africa. The course also discusses the growth of hip-hop music in selected African countries

by exploring how indigenous cultural tropes and the social dynamics of postcolonial Africa have provided the basis for its local appropriation. Themes explored in this course include the use of music in the construction of identity, the interaction of local and global elements, and the political significance of musical nostalgia.

First Semester. Mount Holyoke College

HACU 269. Master Musicians of West Africa

This course concentrates on the lives and music of selected West African musicians. Departing from ethnographic approaches that mask the identity of individual musicians and treat African societies as collectives, this course emphasizes the contributions of individual West African musicians whose stature as master musicians is undisputed within their respective communities. It examines the contributions of individual musicians to the ever continuous process of negotiating the boundaries of African musical practice. Individuals covered this semester include Babatunde Olatunji (Nigerian drummer), Youssou N'Dour (Senegalese singer), Kandia Kouyate (Malian *jelimuso*) and Ephraim Amu (Ghanaian composer). The variety of artistic expressions of selected musicians also provides a basis for examining the interrelatedness of different African musical idioms, and the receptivity of African music to non-African styles.

First Semester. Hampshire College

Music 226. World Music

This course is a survey of selected musical traditions from different parts of the world, including Africa, Indonesia, India, the Caribbean and the United States. The course adopts an ethnomusicological approach that explains music as a cultural phenomenon, and explores the social and aesthetic significance of musical traditions within their respective historical and cultural contexts. It examines how musical traditions change over time, and how such changes reflect and relate to social and political changes within a given society. Weekly reading and listening assignments provide the basis for class discussions.

Second Semester. Mount Holyoke College

Music 220. Topics in World Music: Master Musicians of Africa I—West Africa

This course concentrates on the lives and music of selected West African musicians. Departing from ethnographic approaches that mask the identity of individual musicians and treat African societies as collectives, this

course emphasizes the contributions of individual West African musicians whose stature as master musicians is undisputed within their respective communities. It examines the contributions of individual musicians to the ever continuous process of negotiating the boundaries and identities of African musical practice. Musicians covered this semester include Akan female professional singers in Ghana; Youssou N'Dour (Senegalese musician) and Babatunde Olatunji, the late Nigerian drummer. The variety of artistic expressions of selected musicians also provides a basis for examining the interrelatedness of different African musical idioms, and the receptivity of African music to non-African styles.

Second Semester. Smith College

Russian, East European, Eurasian Studies

Evgeny Dengub, Five College Lecturer in Russian

Russian 101. First-Year Russian I

Introduction to the contemporary Russian language, presenting the fundamentals of Russian grammar and syntax. The course helps the student make balanced progress in listening comprehension, speaking, reading, writing and cultural competence. Five meetings per week.

First Semester. Amherst College

Russian and Eurasian Studies 251f. Advanced Russian Language: From Reading to Speaking

We will study a variety of texts and set them into the cultural context that marks them as distinctly Russian. Texts will be selected from a broad range of genres and sources. Readings, discussions, short oral and written reports. Special attention to complex grammatical constructions and vocabulary building. Taught in Russian. The course is intended for students who have completed at least 4 semesters of Russian or the equivalent. Heritage learners of Russian (those who speak the language) will also benefit from the course. With a strong emphasis on integrating vocabulary in context, this course aims to help students advance their lexicon and grammar, increase fluency and overcome speaking inhibitions. Texts will include short stories, films and interviews. Frequent short writing assignments. Meets Language requirement; does not meet a distribution requirement.

First Semester. Mount Holyoke College

Russian 102. First-Year Russian II

Continuation of RUSS 101.
Requisite: RUSS 101 or equivalent
Second Semester. Amherst College

Russian and Eurasian Studies 252s/Film Studies 220s. Special Topics in Film Studies: Advanced Russian Film and Literature

Students will view films, read excerpts from Soviet and Russian prose about childhood and coming of age, and study the sociocultural aspects of becoming an adult in Russia. Films will include: *Ivan's Childhood*, *The Scarecrow*, *The Thief*, *The Return*. Readings will include literary texts and film reviews. We will continue to work on oral and writing skills and vocabulary. Russian 252 prepares students to express opinions, ideas, points of view and critiques on films, social issues and cultural phenomena using more complex and rich language. Meets Humanities I-A requirement.

Second Semester. Mount Holyoke College

Sergey Glebov, Assistant Professor of History (at the Smith [home campus] and Amherst colleges in the Five College Program).

History 239. Empire-Building in Eurasia Since 1750

The emergence, expansion, and maintenance of the Russian and Soviet Empire to 1929. The dynamics of pan-imperial institutions and processes (imperial dynasty, peasantry, nobility, intelligentsia, revolutionary movement, rise of the Communist government), as well as the development of the multitude of nations and ethnic groups conquered by or included into the empire. Focus on how the multinational Russian empire dealt with pressures of modernization (nationalist challenges in particular), internal instability and external threats.

First Semester. Smith College

History 136/Russian 235. Soviet Century: The Rise and Fall of the Communist Experiment

This course will explore the history of Soviet state and society through the revolutionary turmoil, Stalin's socio-economic transformations and terror, World War II and the Cold War. As we follow the development of the Soviet Union, we will focus on topics such as the role of ideology in policy and everyday life, people's reactions and adaptations to unprecedented pressures of "really existing socialism," function of terror, repres-

sion and accommodation in Communist society, and the place of the USSR on the changing map of world powers in the 20th century. While we will discuss the role of leaders and institutions, we will also pay attention to cultures and practices of everyday life that developed behind the Iron Curtain. Materials for the class will include writings by contemporary historians, memoirs, novels, films and art works from the Mead Museum. Two class meetings per week.

First Semester. Amherst College

History 340. Problems in Russian History

Topic: Stalinism and Its Histories. The phenomenon of Stalinist society created in the Soviet Union in the 1930s and replicated across the former Communist world. Stalinism was responsible for mass murder and victory over Hitler's Germany. Detested by millions, it was often supported by Europe's leading intellectuals. Social, economic, cultural, ideological and political preconditions for the party-state, the cult of the leader, mass violence and terror and the command economy. How and why Stalinist regimes mobilized populations for large-scale social change and war. How histories of Stalinism were written and imbedded in the culture and politics of the 20th century. Comparisons to other totalitarian regimes.

Second Semester. Smith College

History xxx/Russian xxx. Introduction to the Peoples and Cultures

If you ever wondered about the past of countries such as Ukraine, Georgia or Uzbekistan, you might be interested in this course, which explores the past and present of the diverse peoples and cultures inhabiting the territory once dominated by the Russian Empire and the Soviet Union. A home to Christianity and Buddhism, Islam and Judaism, Eurasia presents itself as a venue for studying interactions between major cultures of the world over the course of many centuries. As it embarked upon building Communism in the 20th century, it produced its own material and ideal world, which influenced Communist and Socialist regimes across the globe.

In the course of our meetings we will discuss how this region was imagined and mapped. How useful are conventional definitions of the boundary between "Europe" and "Asia"? What is meant by "Eastern Europe," "Central Europe," and "Eurasia"? What was the impact of imperial formations, such as the Mongol Empire of

Chingis-khan's heirs or the Empire of the Romanovs, upon the history of the region's diverse peoples? How important was the influx of European ideas and practices from the 15th century onwards? We shall look at how the emerging modern nations incorporated or obliterated their imperial pasts and struggled over the meaning of past events. We shall also explore how empires dominated and colonized particular spaces and how this domination was resisted or accommodated in different parts of Eurasia.

To help us navigate these problems, we will read historical documents, from The Secret History of the Mongols, to the writings of the Islamic modernist, Ismail-bey Gaspirali, to Joseph Stalin's vision of the Soviet Socialist state composed of modern nations. The class itself will consist of a series of lectures and discussions, each led by a specialist in a particular area of Eurasian studies from the Five Colleges. By the end of this class you should be well-acquainted with the emergence of nations and regions such as East Central Europe, Central Asia and the Caucasus, as well as with how these regions fared in the cultural imagination of modern Europe. You will also know well the resources available in the Five College area for the study of the region.

The class has no specific prerequisites and requires no prior knowledge of the history or the present of Eurasia. This class is one of the requirements for the Five College Certificate in Russian, East European and Eurasian Studies. Among the assignments are three reaction papers, a final paper and a book review.

Second Semester. Amherst College

Women's Studies

Angela Willey, Assistant Professor of Women's Studies (at the University of Massachusetts in the Five College program).

Women, Gender, Sexuality Studies 297B. Race, Gender, Sexuality and Science

Explores the intersections of gender, race, sexuality and science. The role science has played in shaping these categories. Also examines the cultural studies of science to understand the centrality of science in the world today. What science is, who gets to practice science, and how science is related to the larger political, cultural and social contexts.

First Semester. University of Massachusetts

Critical Social Inquiry 260. Rethinking the Sexual Body

This seminar will provide a forum for students to consider the relationship between body theory, gender and sexuality both in terms of theoretical frameworks within gender studies, and in terms of a range of sites where those theoretical approaches become material, are negotiated or are shifted. We will pay particular attention to the historical slippage among racial and sexual bodily signs and symbols. The course is a fully interdisciplinary innovation. It will emphasize the links rather than differences between theory and practice and between cultural, material, and historical approaches to the body, gender and sexuality.

First Semester. Hampshire College

Gender Studies 201. Methods and Practices in Feminist Scholarship

How do scholars produce knowledge? What can we learn from differences and similarities in the research process of a novelist, a biologist, an historian, a sociologist and a film critic? Who decides what counts as knowledge? We will examine a range of methods from the humanities, social sciences and natural sciences, including visual analysis, archival exploration, interviewing, and ethnography, as we consider the specific advantages (and potential limitations) of diverse disciplinary approaches for feminist inquiry. We will take up numerous practical questions as well as larger methodological and ethical debates. This course provides a foundation for advanced work in the major. Prerequisite: Gndst-101 and 4 credits from a natural or physical science course with lab.

Second Semester. Mount Holyoke College

Five College Certificate in African Studies

The Five College African Studies Certificate Program allows students on each of the five campuses to develop a concentration of study devoted to Africa that complements any major. The certificate course of study is based on six courses on Africa to be selected with the guidance and approval of an African studies certificate program adviser.

Requirements

A. Six courses, chosen from at least four different disciplines or programs: (Each course should carry at least three semester credits, and its content should be at least 50 percent devoted to Africa *per se*.)

1. History. Minimum of one course providing historical perspective on Africa. (Normally the course should offer at least a regional perspective);
2. Social Science. Minimum of one course on Africa in the social sciences (i.e., Anthropology, Economics, Geography, Political Science, Sociology);
3. Arts and Humanities. Minimum of one course on Africa in the fine arts and humanities (i.e. Art, Folklore, History, Literature, Music, Philosophy, Religion).

B. Language Requirement: Proficiency through the level of the second year in college, in an indigenous or colonial language of Africa other than English. This requirement may be met by examination or course work; such language courses may not count towards the six courses required in Section A.

C. Further Stipulations

1. No more than three courses in any one discipline or program may count toward the six required in Section A.
2. A certificate candidate may present courses taken in Africa, but normally at least three of the required courses must be taken in the Five Colleges.

3. A candidate must earn a grade of B or better in every course for the certificate; none may be taken on a pass/fail basis.
4. Unusual circumstances may warrant substituting certificate requirements; therefore a candidate through her/his African Studies Faculty Adviser may petition the Faculty Liaison Committee (the Five College committee of certificate program advisers) at least one full semester before graduation for adjustments in these requirements. A successful petition will satisfy the interdisciplinary character of the certificate program.

D. Recommendations

1. Students are encouraged to spend a semester or more in Africa. Study abroad opportunities currently available through the Five Colleges include University of Massachusetts programs at the American University in Cairo, Egypt; the University of Fort Hare, South Africa; Mount Holyoke College Program in Senegal at l'Université Cheikh Anta Diop, Dakar; and independent programs approved by each college. Admission to these exchange programs is open to qualified students from all five colleges. Further information about these and other Africa programs is available at the college's study abroad office.
2. Students are encouraged to complete their certificate program with an independent study project that integrates and focuses their course work in African studies.

For further details, consult one of the Smith College advisers:

Elliot Fratkan, Department of Anthropology
Caroline Melly, Department of Anthropology
Katwiwa Mule, Comparative Literature and Afro-American Studies
Catharine Newbury, Department of Government
David Newbury, Department of History
Louis Wilson, Department of Afro-American Studies

Five College Certificate in Asian/Pacific/American Studies

Mission Statement

The Five College Asian/Pacific/American Studies Certificate Program enables students to pursue concentrated study of the experiences of Asians and Pacific Islanders in the Americas. Through courses chosen in consultation with their campus program adviser, students can learn to appreciate APA cultural and artistic expressions, understand and critique the racial formation of Asian/Pacific/Americans, and investigate how international conflicts, global economic systems, and ongoing migration affect APA communities and individuals and their intersections with others. Drawing upon diverse faculty, archival, and community-based resources, the Five College program in Asian/Pacific/American Studies encourages students not only to develop knowledge of the past experiences of Asian/Pacific/Americans, but also to act with responsible awareness of their present material conditions.

Requirements

- A. A minimum of seven courses**, distributed among the following categories. (As always, to be counted toward graduation, courses taken at another campus must be approved by campus advisers.)
 1. **One foundation course.** Normally taken during the first or second year, this course offers an interdisciplinary perspective on historical and contemporary experiences of Asian/Pacific/Americans. Attention will be paid to interrogating the term Asian/Pacific/American and to comparing different APA populations distinguished, for example, by virtue of their different geographical or cultural derivations, their distribution within the Americas, and their historical experience of migration.
 2. **At least five elective courses.** Students must take at least one course from each of the following categories. (Three of these five courses should be chosen from among the core courses and two may be taken from among the component courses.)
 - a) Expressions. These courses are largely devoted to the study of APA cultural expression in its many forms.
 - b) U.S. Intersections. These courses are dedicated substantially to the study of Asian/Pacific/Americans but are further devoted to examining intersections between APA experiences and non-APA experiences within the United States.
 - c) Global Intersections. These courses have their focus outside the United States but offer special perspectives on the experiences of Asian/Pacific/Americans.
 3. **Special Project.** Normally fulfilled in the third or fourth year, this requirement involves the completion of a special project based on intensive study of an Asian/Pacific/American community, historical or contemporary, either through research, service-learning, or creative work (e.g. community-based learning project, action-research, internship, performing or fine arts project, etc.). Normally the requirement will be fulfilled while enrolled in an upper-level, special topics, or independent study course, although other courses may be used subject to approval of the campus program adviser. Projects should include both self-reflective and analytic components. Students fulfilling this requirement will meet as a group at least once during the semester to discuss their ongoing projects, and at the end of the semester to present their completed projects at a student symposium or other public presentation. Students' plans for completing the requirement should be approved by a campus program adviser in the previous semester.

B. Further Stipulations

- Grades: Students must receive the equivalent of a "B" grade or better in all courses counted toward the certificate. (In the case of Hampshire students taking courses at Hampshire, "B" equivalence will be determined by the Hampshire program adviser, based on the written evaluations supplied by course instructors.)
- Courses counted toward satisfaction of campus-based major requirements may also be counted toward the Five College Certificate.
- No course can be counted as satisfying more than one certificate distribution requirement.
- Courses taken abroad may be used to fulfill the distribution requirement with the approval of the campus program adviser.

C. Recommendation

Students are encouraged to attain some proficiency in at least one language other than English, especially if such proficiency facilitates the completion of the Special Project component of the Certificate Program. While English is sufficient and appropriate for the completion of many projects involving Asian/Pacific/American communities, many sources and communities can be consulted only through other languages.

Administration and Advisement

Each year, each campus will designate two or more faculty members to advise students seeking the Five College Certificate in Asian/Pacific/American Studies. These advisers will constitute the Five College Asian/Pacific/American Studies Certificate Program Committee, and will review and approve applications for the certificate in spring semester of the senior year. Upon the committee's certification that a student has completed all requirements of the program, the committee will notify the registrar at the student's campus so that award of the certificate can be noted on the official transcript. Students completing program requirements will also receive a certificate recognizing their achievement.

Smith College Advisers

Floyd Cheung, Department of English and American Studies Program

Peter N. Gregory, Department of Religion

Bill E. Peterson, Department of Psychology

Five College Buddhist Studies Certificate Program

Because Buddhist studies is an interdisciplinary field—straddling anthropology, art history, Asian studies, history, language study, literary and textual studies, philosophy, and religious studies—students are often unaware of the integrity of the field or of the range of resources available for its study in the valley.

Each student pursuing the Buddhist studies certificate will choose, in consultation with the Buddhist studies adviser at his/her college, a course of study comprising no fewer than seven courses. At least five of these courses should be drawn from the Buddhist studies courses listed on the Web site (<http://www.fivecolleges.edu/sites/buddhism/courses/>; this list is subject to modification from year to year). Two others may be drawn from this list or may be chosen from elsewhere in the Five Colleges to support the student's Buddhist studies program from other disciplinary perspectives. Each proposed course of study must be approved by the coordinating committee for the Buddhist studies certificate.

For students who may wish to pursue a certificate in Buddhist studies as preparation for graduate study in this field, we strongly recommend the study of at least one canonical language (Sanskrit, Pali, Chinese, or Tibetan) and/or the modern language of at least one Buddhist culture (especially for those who have an ethnographic interest in Buddhism). Up to two courses in a relevant language can count towards the certificate, although we strongly encourage these students to continue language study beyond the first-year level. Language study is not required, however.

2. Students must take at least one course in three different disciplines of Buddhist studies (anthropology, art history, Asian studies, philosophy, religious studies, etc.).
3. Students must take at least one course addressing classical Buddhism and one course addressing contemporary Buddhist movements (19th–21st century), and they must study Buddhism in at least two of the following three geographical areas: South and Southeast Asia, East Asia, and the Tibeto-Himalayan region.
4. Up to two canonical or appropriate colloquial Asian language courses may count towards the certificate.
5. Students must receive a grade of at least "B" in each course counting towards the certificate.
6. Courses must be of three credit-hours or more to count towards the certificate.
7. Courses taken abroad or outside the Five Colleges may count towards the certificate only if they would be approved for credit towards the major in the appropriate department of the student's home institution.
8. Exceptions to these requirements by petition.

Interested students should contact the faculty coordinator at their campus to enroll in the program:

Amherst — *Maria Heim*, mheim@amherst.edu
 Hampshire — *Ryan Joo*, bsjHA@hampshire.edu
 Mount Holyoke — *Susanne Mrozik*, smrozik@mtholyoke.edu
 Smith — *Jamie Hubbard*, jhubbard@smith.edu
 University of Massachusetts — *Reiko Sono*, rsono@asianlan.umass.edu

Requirements

1. The certificate comprises at least seven courses, at least one of which must be at an advanced level (200 or 300 at Hampshire, 300 or above at Mount Holyoke, Smith, or UMass; comparable upper-level courses at Amherst).

Five College Coastal and Marine Sciences Certificate Program

Contact: Cindy Bright, Program Coordinator

Office: 110A Bass Hall, Smith College

Phone: (413) 585-3799

E-mail: marinesci@email.smith.edu

Web site: www.fivecolleges.edu/sites/marine

The Five College Coastal and Marine Sciences (FCC&MS) Certificate enables students to select from a variety of courses in marine sciences, including coastal and marine ecology/geology, resource management and public policy, oceanography, and coastal engineering to create a concentration of study. Smith, Mount Holyoke, and Hampshire Colleges and the University of Massachusetts currently award certificates. Under the guidance of faculty advisers on each campus, students choose a progressive series of courses available within the five campuses and in academic off-campus programs (e.g. Sea Education Association, Williams-Mystic, Marine Biological Laboratory, Duke Marine Lab, and others). Some of these courses must include an intensive field component so that students obtain competence in field studies. Students must also participate in a "capstone" independent, marine-related research project that counts toward the certificate. This requirement may be met by participating in one of several Five College Coastal and Marine Sciences funded internships offered each year at Woods Hole and other research facilities.

Students interested in working toward the certificate select a faculty adviser who reviews and approves the program of study proposed by the student to ensure a strong concentration in marine sciences, as well as the necessary field experience. Advisers at Smith College are Paulette Peckol (Biology), Sara Pruss (Geology), and L. David Smith (Biology).

Requirements

A minimum of six courses, with at least one course in each of the following categories:

- Marine biodiversity
- Marine and coastal ecology
- Marine geology, chemistry, and other related sciences
- Resource management and public policy

a. At least three of the courses must be above the introductory level. These three upper-level courses must

be in at least two of the course categories (marine biodiversity; marine and coastal ecology; marine geology, chemistry and other related sciences; and resource management and public policy).

- b. At least one of the following marine courses is required. An introductory course in marine science is strongly recommended, either through Five Colleges or an approved study-away program. (introductory courses are indicated with *):

*GEOL 103	Oceanography	Mt. Holyoke College
*GEO 108	Oceanography	Smith College
*BIO 268	Marine Ecology	Smith College
GEO 270;J-term	Carb. Systems/Coral Reefs	Smith College
BIO 390	Ecology of Coral Reefs	Smith College
*GEO-SCI 103	Intro. Oceanography	UMASS
BIOLOGY 297B	Biology of Marine Verts.	UMASS
GEO-SCI 392B	Coastal Resource Policy	UMASS
GEO-SCI 591M	Marine Micropaleontology	UMASS
GEO-SCI 591P	Paleoceanography	UMASS
GEO-SCI 595D	Physical Oceanography	UMASS

- c. Each student must show competency in field studies by either completing a course with a field component or by participating in a marine-related internship or an approved intensive Five College field course or approved semester-away program.
- d. Students must receive a cumulative grade point average of 3.0 or better for all courses contributing to the certificate requirements.

Completion of an independent, marine-related research project through an internship, thesis, independent study, or other activity acceptable to their home campus adviser.

Application and Transcripts

The campus program adviser submits the application and transcript to the FCC&MS steering committee (January graduation deadline: October 15th; May graduation deadline: April 15th). After the committee certifies that a student has completed all program requirements, Five Colleges, Inc. contacts campus registrars so the certificate can be noted on the official transcript. Eligible students receive a certificate.

The application form and current list of approved courses can be downloaded at www.fivecolleges.edu/sites/marine/certificate.

Five College Certificate in Cognitive Neuroscience

Cognitive neuroscience is the study of the mind as it is manifested in the human brain. Cognitive neuroscientists combine psychophysical and brain imaging techniques such as functional magnetic resonance imaging (fMRI) and event-related potentials (ERPs) to examine the brain function underlying cognitive abilities in human beings.

The field of cognitive neuroscience has grown substantially during the past twenty years. President Bush designated the 1990s as "The Decade of the Brain" in an effort to enhance public awareness of the benefits to be obtained from brain research. The field of cognitive neuroscience currently is at the forefront of research providing profound insights into the neural substrate of cognitive functioning, through cutting-edge technologies and innovative experimental paradigms.

This certificate is designed to offer a unique opportunity for undergraduate students in the Five Colleges to deepen their understanding of cognitive neuroscience, through both theoretical and empirical training. The interdisciplinary program includes courses in research techniques, basic scientific foundations, neuroscience, philosophy, and cognition, combined with independent research. It brings together several related disciplines, each of which provides a different focus on mind-brain issues.

This certificate encourages the student to follow a program of study distinct from, and yet complementary to, current offerings such as a major in neuroscience or psychology.

Areas of Study

1. **Overview of cognitive science**

Rationale: Provides the student with a broad outlook of issues related to cognitive science.

2. **Scientific foundations** (physics, computer science, chemistry, biology)

Rationale: Provides the student with greater coverage of a topic supporting the cognitive neuroscience framework. To be determined under the guidance of the student's Cognitive Neuroscience Certificate faculty adviser. It is recommended that this course be in an area outside of the student's major.

3. **Research methods**, design and analysis

Rationale: Provides the student with the methodological foundation needed to understand, interpret, and conduct basic research.

4. **Philosophy of mind**

Rationale: Provides the student with fundamental philosophical insights on the mind-body problem, a key issue in the field of cognitive neuroscience

5. **Neuroscience** (neuroanatomy and neurophysiology)

Rationale: Provides the basics in brain anatomy and function.

6. **Advanced topics**

Rationale: Provides more in-depth coverage of empirical and theoretical issues central to cognitive processes.

Requirements

Students must complete at least one course in each of the areas of study. Students must also complete at least one semester of independent research through a thesis, course project, or special study. The course project may be completed in conjunction with one of the classes listed under the Research Methods areas. An adviser-approved summer research project would also meet the research requirement.

For a list of the courses offered throughout the Five-College Consortium that are currently approved to fulfill the Cognitive Neuroscience Certificate requirements, please see the program's Web site on www.fivecolleges.edu.

Five College Certificate in Culture, Health and Science

The Five College Certificate in Culture, Health, and Science complements a traditional disciplinary major by allowing students to deepen their knowledge of human health, disease, and healing through an interdisciplinary focus. Under the guidance of faculty Program advisers on each campus, students choose a sequence of courses available within the five campuses, and identify an independent research project that will count toward the certificate. The certificate represents areas of study critical to understanding health and disease from a biocultural perspective:

1. Overviews of biocultural approaches: covering biocultural and comparative approaches to human health and disease.
2. Mechanisms of disease transmission: mechanisms of health and disease growth and transmission within individuals and populations.
3. Population, health, and disease: the relationship among social, behavioral, economic, and other aggregate population forces and human health and disease.
4. Healers and treatment: the organization, interpretation, and function of healers and treatment.
5. Ethics and philosophy: structures of knowledge about health and health care decision-making, including ethical and philosophical issues.
6. Research design and analysis: concepts of evidence, data collection, research ethics, measurement, and/or analysis.

Requirements

The Five College Certificate in Culture, Health, and Sciences consists of seven courses with a grade of "B" or better, with at least one course in each of the six categories. No course may be used to satisfy more than one category. At least four of the courses must be above the introductory level. Students are urged to begin with courses in Categories I and II, and to take courses in Category II that will expose them to knowledge of health and disease processes at the level of the population as well as the individual or sub-organism levels. Students must also complete an independent research project through an internship, thesis, Division III project, course project, independent study, or other activity acceptable to their local campus adviser. At the discretion of the campus adviser, courses from the student's major can count toward the certificate. Certificate students are strongly urged to take at least four semesters—or its equivalent—of a second language. Such language training may be required for students seeking internships and summer research positions available through the program.

For further details consult the Smith College representative:

Suzanne Z. Gottschang, Department of Anthropology

<http://www.fivecolleges.edu/sites/chs/index.php>

Five College Certificate in Ethnomusicology

Advisers: Members of the Five College Ethnomusicology Committee.

The Certificate Program in Ethnomusicology will provide a coherent framework for navigating course offerings and engaging with ethnomusicologists throughout the Five Colleges.

List of Courses and Ensembles

Will be posted and updated on our Web site:
<http://www.fivecolleges.edu/sites/ethnomusicology/index.php>

Requirements

To obtain a Five College certificate in ethnomusicology, students must successfully complete a total of seven courses distributed as indicated in the following four (4) categories. No more than five courses can be from any one department/discipline.

1. Area Studies or Topics courses: at least two courses
2. Methodology: at least two courses
3. Performance: at least one course
4. Electives: negotiated in consultation with the student's ethnomusicology adviser, including courses from related disciplines including anthropology, sociology, history, or media studies; area studies fields such as African Studies, American Studies, Asian Studies, or Middle East Studies; or others related to a particular student's ethnomusicological interests.

Since ethnomusicological research and related musical performance may require understanding of and competence in a foreign language, students are encouraged, but not required, to achieve relevant language proficiency. Other areas that students are encouraged to explore include experiential learning, a study abroad or domestic exchange experience, in depth study of a single musical tradition, or comparative studies of several musical traditions.

Five College Certificate in International Relations

The International Relations Certificate Program offers an opportunity for students to pursue an interest in international affairs as a complement to their majors. The program provides a disciplined course of study designed to enhance the understanding of the complex international processes—political, economic, social, cultural, and environmental—that are increasingly important to all nations.

The certificate program consists of a minimum of eight courses covering the following areas of study:

1. Introductory world politics;
2. Global institutions or problems;
3. The international financial and/or commercial system;
4. A modern (post-1815) history course relevant to the development of international systems;
5. Contemporary U.S. foreign policy;
6. A contemporary foreign language up to a proficiency level of the second year of college;
7. Two courses on the politics, economy, and/or society of foreign areas, of which one must involve the study of a developing region.

A list of the Five College courses for each of the seven requirements is available at www.mtholyoke.edu/acad/intrel/5col/homepage.htm. Not every Five-College course is accepted at Smith for degree credit; students should consult with their advisers as to whether particular courses are acceptable for Smith and certificate credit.

No more than four of these courses in any one department can be counted toward the certificate, and no single course can satisfy more than one requirement. Students must complete the required courses with a grade of B or better (no pass/fail options) to receive the certificate.

Smith College advisers: *Mlada Bukovansky, Brent Durbin, Gregory White*

Five College Certificate in Latin American Studies

The Five College Certificate in Latin American Studies offers students the opportunity to show an area of specialization in Latin American studies in conjunction with or in addition to their majors. The program provides a disciplined course of study allowing students to draw on the rich resources of more than 50 Latin Americanist faculty members in the Five College area and is designed to enhance students' understanding of the complex region that comprises contemporary Latin America.

Requirements

(Minimum of three credits each):

1. A broadly based introductory course providing an overview of the social and political history of Latin America (such as History 260/261);
2. One course in the humanities, including courses focusing on Latin American culture from the pre-Columbian period to the present (such as art, art history, dance, film, folklore, literature, music, religion and theatre);
3. One course in the social sciences including anthropology, economics, geography, political science and sociology, that offers substantial attention to Latin America and/or the Caribbean;
4. Four other courses which should be more advanced and more specific in focus;
5. A seminar which gives the student's course work in Latin American Studies an interdisciplinary force.

Other requirements

1. Proficiency in Spanish or Portuguese through the level of the fourth semester of college language study. Students must take one of these languages to the intermediate level and/or demonstrate in an interview the ability to conduct a normal conversation and read and interpret a text.
2. Students must receive a grade of B or better in every course that qualifies for the minimum certificate requirement.

At least three of the eight courses must be taken either at another of the five colleges or be taught by a faculty member not of the student's own institution.

The certificate adviser on each campus is the director of the Latin American studies program at that campus or another individual designated by that body.

Five College Certificate Program in Logic

"How critical is logic? I will tell you: in every corner of the known universe, you will find either the presence of logical arguments or, more significantly, the absence."

—V. K. Samadar

Logic is a part of every discipline. There is reasoning in every field of inquiry. There are rules behind every work of art, behind every natural language. There is inference in every intelligence, human and inhuman. Every issue of law and public policy bends to the power of logic.

The study of logic itself is thus of the greatest importance. The Logic Certificate Program brings together aspects of logic from different regions of the curriculum: Philosophy, Mathematics, Computer Science, and Linguistics. The program is designed to acquaint students with the uses of logic and initiate them in the profound mysteries and discoveries of modern logic.

The basic requirement for the logic certificate is six courses from the list of Five College logic courses.

No more than four courses can be counted towards the certificate from any single discipline (philosophy, linguistics, mathematics, computer science).

At least two courses must be taken at an advanced level (500 or above at UMass, 300 or above at Smith, Hampshire or Mount Holyoke, 30 or above at Amherst).

At least one course should expose students to the basic metatheory of first order logic including incompleteness. Courses satisfying this requirement include:

Smith, Philosophy 220
Amherst, Math 34
UMass, Philosophy 514
Mount Holyoke, Philosophy 327

Students must receive grades of at least "B" in each course counting towards the certificate.

For a complete list of courses fulfilling certificate requirements, consult the program Web site, <http://www.fivecolleges.edu/sites/logic> listed with other certificate

programs at the Five College Web site (www.fivecolleges.edu). Or consult a program adviser (Alexander George, Philosophy, Dan Velleman, Mathematics).

Complete list of logic courses

Introductory symbolic logic courses

Smith, Logic 100, Logic 101, Philosophy 202
Amherst, Philosophy 13
UMass, Philosophy 110

Critical thinking courses

UMass, Philosophy 192R
Mount Holyoke, Philosophy 210

Introductory symbolic logic for mathematics students

Amherst, Math 34
UMass, Philosophy 513, 514
Mount Holyoke, Philosophy 225

Incompleteness

Smith, Philosophy 220
Amherst, Math 34
UMass, Philosophy 514
Mount Holyoke, Philosophy 327

Various topics in logic and philosophy

Smith, Philosophy 203
Amherst, Philosophy 50
UMass, Philosophy 310, 511, 512, 594, 710
Hampshire, CS 210

Various topics in computer science

Smith, Computer Science 250, 270, 290, 294
Amherst, Computer Science 14, 24, 38
UMass, CMPSCI 601
Hampshire, CS 175, CS 236

Various topics in mathematics

Smith, Mathematics 217
Amherst, Math 34
UMass, Philosophy 594S

Various topics in linguistics

Smith, Computer Science 294

UMass, Ling 610

UMass, Ling 620

UMass, Ling 720

Hampshire, CS 166, CS 210

Special Events

Every fall a distinguished logician is invited to Smith College to give the annual Alice Ambrose Tom Tymoczko Logic Lecture. This lecture has been delivered by JC Beall, Graham Priest, Marcia Groszek, Raymond Smullyan, Anil Gupta and Barbara Partee.

Five College Certificate in Middle East Studies

The Five College Certificate provides an opportunity for students to complement a disciplinary major with multidisciplinary studies and linguistic attainments. Because of the wide range of courses available through the Five Colleges, students must design a program that will meet their intellectual, academic, and prospective professional needs in conjunction with an adviser from their home institution. The program is administered by the Five College Committee for Middle Eastern Studies, which includes the program advisers from each campus. Students intending to earn the certificate should meet with their campus adviser during their first or second years of study. In addition to exploring the range of courses offered at the Five Colleges, students are encouraged to spend time in the Middle East, learning Arabic and other languages and immersing themselves in the culture of the area. Plans for study abroad should be designed in consultation with the student's adviser. Courses from outside the Five Colleges will be counted toward the certificate requirements on the recommendation of the campus adviser and the approval of the committee. Students must receive a grade of B or better in every course counted toward the certificate.

Requirements

1. Knowledge equivalent to at least two years of college-level study of a Middle Eastern language, such as Arabic, Hebrew, Turkish, Persian, and Armenian. Classes in Arabic and Modern Hebrew are currently taught in the Five Colleges. Arabic (ARA 100y Elementary Arabic, ARA 200 Intermediate Arabic) and Modern Hebrew (JUD 100y Elementary Modern Hebrew, JUD 200 Intermediate Modern Hebrew) are taught at Smith; advanced Arabic is taught yearly at one of the Five Colleges; advanced modern Hebrew is taught yearly at UMass. In consultation with an adviser, other languages of the region may be substituted.

2. Two introductory courses providing a historical overview of the medieval and modern periods.
3. Five courses from the following categories. Students must take at least one course from each of the first three groups, and no more than two from any single group.

Group one:	Religion/Philosophy
Group two:	History/Literature/Arts
Group three:	Social Sciences
Group four:	Additional language study

beyond what is required to satisfy the language requirement above.

A list of courses offered at the five colleges satisfying each of the requirements is available from the advisers listed below and through the Five College Center or on the Five College webpage (<http://www.fivecolleges.edu>). Courses not listed, whether taken at one of the five colleges or elsewhere, must be approved by the Committee on the recommendation of the campus adviser.

There is at least one adviser on each campus in Middle East Studies. Any of the following faculty members of the Program in Middle East Studies at Smith College may serve as your adviser: *Joshua Birk* (Jewish Studies), *Donna Robinson Divine* (Government), *Suleiman Mourad* (Religion), *Nadya Sbaiti* (History), *Gregory White* (Government).

Please contact Five Colleges, Inc., or see their Web site at <http://www.fivecolleges.edu/deptprog/mideast/> for the most up to date information on the Certificate in Middle East Studies.

Five College Certificate in Native American Indian Studies

The Five College Certificate in Native American Indian Studies provides students with the opportunity to acquire a knowledge and understanding of the development, growth, and interactions of the indigenous peoples and nations of the Western Hemisphere. The program emphasizes the many long histories of Native American Indians as well as their contemporary lives and situations. A holistic and comparative interdisciplinary approach underlies the certificate program's requirements, enabling students to become familiar with the diversity of indigenous lifeways, including cultural forms, institutions, political economies, and modes of self-expression. In addition to this broader perspective, the program places some emphasis on the Native peoples of the Northeast so that Five College students can become acquainted with the history, culture and presence of indigenous peoples in this region.

Requirements

At least seven courses are required for completion of the Five College Certificate in Native American Indian Studies: a foundation course plus six additional courses, with no more than three of the seven courses from a single discipline. A student's program must be approved by the program adviser from her or his campus.

A. One foundation course. Offered at various levels, foundation courses provide an opportunity to hear Native perspectives and are taught from a philosophical perspective that reflects Native Studies theories, pedagogies and methodologies. For a list of foundation courses offered in the current academic year, please consult a program adviser or go to the program's Web site (<http://www.fivecolleges.edu/sites/natam>).

B. At least six additional courses. For a list of courses currently approved by the Five College NAIS Committee as counting toward the certificate go to the program's Web site (<http://www.fivecolleges.edu/sites/natam>). The six additional courses must be selected from this list. (Courses not on this list may be approved for inclusion by campus program advisers in consultation with the committee.)

C. Grades. Students must receive a grade of B or higher in all seven courses to receive a certificate.

Smith College Advisers:

Ginetta Candelario, Department of Sociology

Five College Certificate in Russian, East European and Eurasian Studies

This certificate program (currently approved by Amherst College, Mount Holyoke College and Smith College) offers students the opportunity to take advantage of the significant multidisciplinary resources in the Five Colleges on Russia, Eastern Europe and Eurasia. The certificate consists of a minimum of six courses. Courses applied to the certificate may also be used to fulfill major requirements. The list of courses fulfilling particular requirements will be maintained and regularly updated by the Five College Committee for Russian, East European and Eurasian Studies.

Requirements

- A. The program's core course, normally taken in the first or second year. The core course will be offered every year on a rotating basis at one of the campuses and will introduce an interdisciplinary perspective on the historical and contemporary experiences of the peoples of Russia, Eurasia (here understood as the former republics of the Soviet Union), and East (and Central) Europe. The course will include guest lectures by noted specialists in the Five Colleges.
- B. Five additional elective courses, distributed as indicated below. (Independent study courses may be included, assuming approval by the student's campus program adviser.)
- C. At least four courses, including the core course, must be taken within the Five Colleges.

Language Requirement

Students receiving the Certificate must possess proficiency in a language of one of the certificate regions equivalent to the level achieved after four semesters of post-secondary course work. This proficiency may be demonstrated by course work or examination.

Study Abroad

Students are encouraged to study abroad in one of the certificate regions.

Electives

In electing the five courses satisfying the certificate requirements, the following guidelines should be observed:

- A. Courses should be drawn from more than one of the three geographical areas: Russia, Eurasia (here understood as the former republics of the Soviet Union), and Eastern (and Central) Europe.
- B. At least one of the elective courses must focus on a period before the 20th century.
- C. At least one course must be taken from each of the following disciplinary categories: history, social sciences, and humanities/arts. No single course can fulfill more than one disciplinary distribution requirement.
- D. Elementary or intermediate language courses cannot be included as one of the five electives. A language course beyond the intermediate level can be counted toward one of the electives.
- E. Credit for one-time courses, special topics courses and transfer or study abroad courses requires approval from the home campus faculty adviser to the program.

Students who wish to apply for the certificate can download the application form below and submit it to on-campus advisers.

Smith College Adviser: Vera Shevzov

Five College Film Studies Major

The Five College film studies major is in film studies as opposed to film production. While the film faculty believes that all students should be familiar with film and video production, the major is not designed to train students to enter the film industry without further training. As with all liberal arts majors, film is studied in relation to all the arts, humanities, and social sciences and can lead to careers in teaching, arts administration, Web design, or freelance work in non-industry venues. The major comprises ten courses, one of which may be a component course. (A core course is one in which film is the primary object of study; a component course is one in which film is significant but not the focus of the course.) Of these ten courses, at least two (but no more than five) must be taken outside the home institution. In addition, each student must have an adviser on the home campus and the requirements for the major may vary slightly from campus to campus.

A thesis is optional; students should check with their home campus adviser.

In the course of fulfilling the program of study, at least one course must focus on non-narrative film (documentary or experimental) and at least four courses should be at the advanced level. Courses can fit into more than one category, but a single course may not be used to satisfy two of the numbered requirements above.

Smith College Advisers

Barbara Kellum, Department of Art

Jefferson Hunter, Department of English Language and Literature

Dean Flower, Department of English Language and Literature

Dawn Fulton, Department of French Studies

Program of Study

1. Introduction to Film (must be taken on the home campus)
2. One film history course (either a general, one-semester survey or a course covering approximately fifty years of international film history)
3. One film theory course
4. One film genre or authorship course (generally on a single director or group of directors)
5. One national or transnational cinema course
6. One special topics course (may be a component course)
7. One advanced seminar in a special topic
8. One film, video, or digital production course, or a screenwriting course; but no more than two such courses may be counted toward the major.
9. Two electives from any of the above categories

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Bonnie May, M.S., *Assistant Director of Athletics*

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Carla Coffey, M.A., Senior Coach of Track and Field

Christine Davis, M.S., Senior Coach of Tennis

Karen Klinger, M.S., Senior Coach of Crew

Suzanne Payne, M.Ed., Senior Coach of Equestrian

Coaches

Tim Bacon, M.A., Coach of Squash

To Be Announced, Coach of Soccer

Jaime Ginsberg, M.S., Coach of Field Hockey

Lynn Hersey, M.S., Coach of Basketball

To Be Announced, Coach of Volleyball

Victoria Moshier, M.S. Coach of Softball

To Be Announced, Coach of Novice Crew

Ellen O'Neil, M.S.T., Coach of Cross Country

Steve Samolewicz, Coach of Skiing

Wendy Walker, M.A., Coach of Lacrosse

Sports Medicine Staff

Deb Coutu, M.S., Athletic Trainer

Kelli Steele, M.S., Athletic Trainer

The athletic program offers opportunities for athletic participation to all students of the college, at the intercollegiate, recreational and club levels. Students interested in athletic instruction should consult the exercise and sport studies department listings beginning on p. 239. Although Smith does not offer athletic scholarships, financial aid is available on the basis of need. Inquiries should be addressed to the Director of Athletics, Ainsworth Gymnasium, Smith College, Northampton, MA 01063.

A. Intercollegiate Athletics

The intercollegiate program emphasizes the pursuit of athletic excellence and the enjoyment of competition with other highly skilled athletes. The mission of the athletic program is to develop scholar-athletes who demonstrate positive self images, a sense of fair play and good citizenship, commitment and dedication to themselves and their team, enthusiasm for participation, leadership skills, improved skills, performance, fitness and team play. There is opportunity for post-season play on a regional and national level for all teams and individuals who qualify. Smith is a founding

member of the New England Women's and Men's Athletic Conference (NEWMAC) and belongs to Division III of the National Collegiate Athletic Association (NCAA) and the Eastern College Athletic Conference (ECAC).

In 2011–12, the college will field the following intercollegiate teams:

Basketball. Season: Oct 15–March. Practice hours: M T W Th F 4:30–6:30 p.m., *Lynn Hersey*

Crew. Season: September–October, February–May. Practice hours: M T W Th F 4–6 p.m. or 6–8 a.m. and as schedules permit, Head Coach, *Karen Klinger*

Cross Country. Season: September–November. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., *Ellen O'Neil*

Equestrian. Season: September–November, February–May. Practice hours: To be arranged, *Suzanne Payne*

Field Hockey. Season: September–November and April. Practice hours: M T W Th F 4:30–6:30 p.m., *Jaime Ginsberg*

Lacrosse. Season: Sept 15–Oct 15 and February–May.
Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m.,
Wendy Walker

Skiing. Season: January–March. Practice hours: Oct
15–December, M T W Th F 4–6 p.m. Interterm: 7 a.m.
–4 p.m. February and March, to be arranged, *Steve
Samolewicz*

Soccer. Season: September–November and April. Prac-
tice hours: M T W Th F 4:30–6:30 p.m.

Softball. Season: February–May and Sept 15–Oct 15.
Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m.,
Victoria Moshier

Squash. Season: October–March. Practice hours: M T
W Th 4–6 p.m., F 3:30–5:30 p.m., *Tim Bacon*

Swimming and Diving. Season: October–March. Prac-
tice hours for swimming: M W 4–6 p.m., T Th 3–5
p.m., F 3:30–5:30 p.m.; practice hours for diving: M T
W Th 5:45–7:30 p.m., F 1–3 p.m., *Kim Bierwert*

Tennis. Season: September–October, February–May.
Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m.,
Christine Davis

Track and Field. Season: November through December,
preseason conditioning, technique and strength work.
January–May, indoor/outdoor competition. Practice
hours: M W 4–6 p.m., T Th 5–7 p.m. and F 3:30–5:30
p.m., *Carla Coffey*

Volleyball. Season: September–November and April.
Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m.

B. Recreation and Sport Clubs

The focus of the recreation program is on regular, non-credit fitness activities as well as one-day special event competitions and house intramural competition. The fitness activities may include aerobic dance, kickboxing, weight lifting clinics, pilates, awesome abs, spinning and yoga. The 34 houses vie with friendly rivalry in special events such as a novice crew regatta (the Head of the Paradise), campus runs, inner tube water polo, flag football, triathlon and Midnight Madness. Intramurals are sponsored in soccer, basketball and kickball. The club sports are a group of independent clubs under the guidance of the assistant athletic director, Bonnie May. Smith College Athletic Association. They are supported by dues, fundraisers, SGA activities, fee allocations and the Athletic Association. Open to Smith students of any ability level, club sports provide a resource to learn a new sport or practice a familiar one. Presently, there are 11 clubs: Fencing, Golf, Ice Hockey, Kung Fu, Outing, Riding (dressage), Rugby, Spirit Squad, Synchronized Swimming, Ultimate Frisbee and Water Polo.

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Standing Committees, 2011–12 (Elected)

Academic Freedom Committee

Adam Hall (2013); Reyes Lazaro (2013); Mlada Bukovansky (2012)

Committee on Academic Priorities

Provost and Dean of the Faculty, Chair, non-voting (Marilyn Schuster); Associate Provost and Dean for Academic Development, non-voting (John Davis); Dean of the College, non-voting (Maureen Mahoney); Nancy Shumate (2014); Susan Voss (2014); Barbara Kellum (2012); Ann Zulawski (2012); Joseph McVeigh (2012); Faculty Council Representative, non-voting (James Lowenthal)

Committee on Educational Technology

Deborah Haas-Wilson (2014); Nicholas Howe (2014); Sara Pruss (2013); Marnie Anderson (2013); Jefferson Hunter (2012); Fraser Stables (2012); Associate Provost and Dean for Academic Development (John Davis); Non-voting members: Executive Director of Information Systems (TBA); Supervisor of Computing and Technical Services in the Science Center (Eric Brewer); Director of Educational Technology (Tom Laughner); Coordinator of Library Systems (Eric Loehr)

Committee on Faculty Compensation and Development

Associate Provost and Dean for Academic Development, Chair, non-voting (John Davis); Randy Frost (2014); Lauren Duncan (2014); Daphne Lamothe (2013); Roger Kaufman (2013); Charles Staelin (2013); Faculty Council Representative, non-voting (Donald Baumer)

Faculty Council

Roisin O'Sullivan (2014); Alexandra Keller (2013); James Lowenthal (2013); Michael Thurston (2012); Donald Baumer (2012)

Committee on Grievance

John Connolly (2014); Leslie King (2014); Al Rudnitsky (2014); Elizabeth Jamieson (2013); Nancy Sternbach (2012)

Alternates: Donna Riley (2012); Justina Gregory (2012); Ernest Benz (2012)

Lecture Committee

Margaret Anderson (2014); Ibtissam Bouachrine (2014); Christine Shelton (2014); Thalia Pandiri (2013); Kevin Rozario (2012)

Committee on the Library

Velma Garcia (2014); Bosiljka Glumac (2014); Nalini Bhushan (2012); Floyd Cheung (2012); Nathanael Fortune (2012)

Non-voting members: Two students chosen by Student Government Association (To be announced); Director of Libraries (Chris Loring); Provost and Dean of the Faculty (Marilyn Schuster)

Committee on Mission and Priorities

President, Chair (Carol Christ); Vice Chair, Provost and Dean of the Faculty (Marilyn Schuster); Associate Provost and Dean for Academic Development (John Davis); Dean of the College (Maureen Mahoney); Vice President for Finance and Administration (Ruth Constantine); Vice President for Development (Patricia Jackson); Staff Representative (Stacie Hagenbaugh); Two students selected by the Student Government Association (Catherine Popovici '13 and Kristen Rosa '12); Two members of Faculty Council (Alexandra Keller and Roisin O'Sullivan); Michael Gorra (2013); Randall Bartlett (2012); John Brady (2013)

Committee on Tenure and Promotion

President, Chair (Carol Christ); Provost and Dean of the Faculty (Marilyn Schuster); Martha Ackelsberg (2014); Borjana Mikic (2014); Thomas Rohlich (2013); Douglas Patey (2013); James Henle (2012); *Alternate:* to be announced

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Class Schedule

A student may not elect more than one course in a single time block except in rare cases that involve no conflict.

Tuesday			Wednesday			Thursday			Friday		
A 8-8:50 a.m.			A 8-8:50 a.m.			B 8-8:50 a.m.			A 8-8:50 a.m.		
		AB 8:30-9:50 a.m.			AB 8:30-9:50 a.m.						AB 8:30-9:50 a.m.
B 9-9:50 a.m.	BC 9-10:20 a.m.		G 9-10:20 a.m.	B 9-9:50 a.m.	BC 9-10:20 a.m.	G 9-10:20 a.m.		B 9-9:50 a.m.	BC 9-10:20 a.m.		
C 10-10:50 a.m.			C 10-10:50 a.m.						C 10-10:50 a.m.		
		H 10:30-11:50 a.m.				H 10:30-11:50 a.m.					
D 11 a.m.-12:10 p.m.			D 11 a.m.-12:10 p.m.					D 11 a.m.-12:10 p.m.			
E† 1:10-2:30 p.m.		J 1-2:50 p.m.	N 1-4 p.m.	E† 1:10-2:30 p.m.		L 1-2:50 p.m.		E† 1:10-2:30 p.m.			
F† 2:40-4 p.m.				F† 2:40-4 p.m.				F† 2:40-4 p.m.			
		K 3-4:50 p.m.				M 3-4:50 p.m.					
						C 4-4:50 p.m.					

4:50 p.m.

7:30-9:30 p.m.	W 7:30-8:20 p.m.		7:30-9:30 p.m.	W 7:30-8:20 p.m.	7:30-9:30 p.m.	W 7:30-8:20 p.m.	
X*		**	Y*		Z*		**

† A three-hour laboratory session scheduled across blocks E-F runs from 1:10 to 4 p.m.

* A three-hour laboratory session scheduled in block X, Y, or Z runs from 7 to 10 p.m.

** Reserved for activities and events.

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